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ABSTRACT

This annotated bibliography presents a collection of readings which should be of interest to persons charged with the responsibility of planning programs dealing with the education, counseling, and socialization of the socioeconomically disadvantaged. Taken from various sources, this collection contains: (1) current readings, (2) a listing of titles of reserve articles and publications available in the Arkansas Research Coordinating Unit (RCU) Library, (3) selected abstracts from the microfiche collection on the disadvantaged available in the same RCU library, and (4) other bibliographies on the disadvantaged gleaned from various sources. The entries are arranged in categories including (1) Training the Socio-Economically Disadvantaged, (2) Disadvantaged Groups and Hard-Core Unemployed Drop-Outs, (3) Hard-Core Unemployment: A Selected, Annotated Bibliography, (4) School Desegregation: Changing Policies and Practices, and (5) Other Bibliographies. Arranged by author, the entries provide document information such as the date, title, and page numbers. (Author/JS)

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ARKANSAS RESEARCH COORDINATION UNIT
FOR OCCUPATIONAL EDUCATION
in cooperation with
THE STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

# TRAINING THE SOCIO-ECONOMICALLY DISADVANTAGED

## a selected, annotated bibliography

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# PREFACE

This bibliography about training the socio-economically disadvantaged evolved as the result of the need for resource materials for use by certain persons charged with the responsibility of planning programs and/or of orienting staff who deal with education, counseling and socialization of the socio-economically disadvantaged. This publication is offered with the hope that counselors, teachers, administrators and others who work with the disadvantaged will find it useful

One of the services of the Arkansas Research Coordination Unit is to disseminate findings of research and related activities in vocational and technical education within and outside the State.

Harold W. Moore
Director, Arkansas RCU

# FOREWORD

The titles included within this compilation form a collection of suggested readings which could be of interest to persons charged with the responsibility of planning programs and/or of orienting staff who deal with education, counseling and socialization of the socioeconomically disadvantaged. Some of the readings contain suggestions which are directly applicable to the disadvantaged. Others are not as apparently related but are included since they present ideas and elements which could be adapted or transferred to exemplary programs for such groups.

Crucial to the selection of readings listed here was the belief that counselors, teachers, and staff who work with the disadvantaged usually come from different cultural milieus than do their clients. One objective, therefore, was to choose materials which would be of use to administrators or supervisors wishing to design educational programs for such groups. The readings sought were those which would also be helpful in orienting staff to recognize similarities and differences between their own versus their clients' values and "world view" (i.e., perceptions of the individual's part in and relationship to the physical, spiritual and social environments.)

The collection herewith presented contains the following elements: an annotated bibliography of current readings from various sources; a listing of titles of reserve articles and publications available in the Arkansas R.C.U. library on the University of Arkansas Campus; selected abstracts from the microfiche collection on the Disadvantaged available in the same R.C.U. reserve library; other bibliographies on the Disadvantaged gleaned from various sources.

It is the hope of the Arkansas R.C.U. staff that this collection will facilitate the location of resource materials and will thus speed and lighten that work. It is also hoped that the partial bibliography herewith presented will stimulate further research on the topic of the socioeconomically disadvantaged.

B.J.H.

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I

# 1. TRAINING THE SOCIO-ECONOMICALLY DISADVANTAGED
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June 1969

Armstrong, Robert J. (dir.). "Evaluative Programs for Innovative Curriculums," *The Epic Forum*, Issue Number Three, November-December, 1968.

"This issue of the *Epic Forum* is to provide the reader with a brief summary of the results of the first year's cooperative efforts between the EPIC evaluation Center and participating educational agencies. These efforts have focused primarily on establishing and maintaining a systematic and continuous evaluation program for classroom instruction."

Asbell, Bernard (ed.). *National Conference on Education of the Disadvantaged: Report of Proceedings (Preliminary)*. Washington: Government Printing Office, 1966.

The book is a preliminary report of the above conference. It includes the panel discussions, program outline and names of panelists. The conference is reported in full in "National Conference on Education of the Disadvantaged," U.S.D.E., Department of Health, Education, and Welfare.

Bondy, Mrs. Ruth. "The Hard Core Unemployed," *American Vocational Association*, Vol. 43, No. 8, (November, 1968), 30.

The article summarizes, for counselors and directors organizing programs for the disadvantaged, that: after training there is still discrimination against hiring Negroes; there are trained people left without jobs who suffer resultant disillusionment; employers often exact unrealistic job-entry specifications; available jobs often furnish jobs at salaries insufficient to remove the employees from the poverty level.

It implies need for more communication between the persons preparing the workers and the employers who will be providing jobs.

Banta, Trudy W. and Towne, Douglas C. (project directors). *Interpretive Study of Cooperative Effort of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged: Final Report*. U.S. Department of Health, Education, and Welfare Project No. 8-0610, Office of Education, Bureau of Research. Knoxville, Tennessee: Occupational Research and Development Coordination Unit, April 20, 1969.

This study "embodies three major components: (1) an extensive literature review on the topics of job-related problems of the country's disadvantaged population and the programs which the federal government and private industry have designed to help solve these problems; (2) a nationwide survey of cooperative efforts of private industry and the schools to provide job-oriented ed[illegible]ion for the disadvantaged; and (3) three seminars, one in Knoxville, Tennessee, one in Denver, Colorado, and one in New York City, designed to acquaint businessmen, educators and other civic leaders in these communities with materials developed in the course of the study so that they might be encouraged to initiate cooperative job-oriented education programs of their own."

Part I defines disadvantagement and describes the developmental factors contributing to it. Specific groups of the urban and the rural poor are discussed.

In Section II the Federal Programs are assessed. Needs, findings and recommendations are presented.

The 255-page document is complete with questionnaires, evaluation reports on individual agencies, and conference programs.

Bishop, C. E. The People Left Behind, Seminar on Manpower Policy and Program, U. S. Department of Labor, Manpower Administration. Washington: Government Printing Office, 1967.

The pamphlet is the text of a speech, and following question and answer period, in a seminar for guest speakers and members of the Labor Department and other agencies concerned with manpower problems, in which issues arising from the development of an active manpower policy were discussed.

The speech indicates that more poor whites than Negroes exist in America --although a higher ratio of the total population of Negroes is poor.

The trend is for rural people to seek employment in urban areas when technological advancement displaces them in rural occupations. This is creating urban problems--there are usually no jobs with sufficient income in the city, either, for these untrained people.

The National Advisory Commission on Rural Poverty recommended the following: (1) give rural residents equality of opportunity with other citizens through access to jobs, medical care, housing, education, welfare, and other public services; (2) provide employment opportunities for those able to work; (3) develop resources (recreation and water resources).

The Commission highly recommended a commission to help in migration and resettlement problems. It advocated the creation of "developmental regions" throughout the States--with their respective centers. These areas would receive government benefits; industries locating within such areas would receive special dispensations in tax exemptions and depreciation schedules.

He states that the "poor have four basic wants. They are (1) personal respect, (2) social justice, (3) economic opportunity, and (4) political representation. In our efforts to develop programs to meet the needs of the people, we must keep these wants clearly in mind."

Bishop, Leslee J. "Who Is the Counselor?" Educational Leadership, Vol. 24, No. 4, (January, 1967), 301.

The author presents a series of definitions which have previously been offered for the role and the responsibilities that various persons have cited for the counselor.

The author indicates no ultimate definition of his own. However, he states "counselors are strategic persons, since their attitudes contribute to career choice, success or failure of curricular possibilities, and to the evaluation of learners and program."

Borota, Nicholas H. and Veitch, Gladys M. Guidance Units for the Learning Laboratory to Teach Basic Skills in a Culturally Deprived Area. Miami: Dade County Public Schools, 1968.

This is a mimeographed booklet for the use of each student. It is designed for use with a group of students participating with a leader in class discussions after preparing the outside assignments as mentioned in each section. It is in "semi-programmed" form; i.e., it has many inventories, matching and completion exercises. It is a type of a "workbook."

The objectives of the book are listed at the beginning of each unit. The units are the following:

Exploring the Self-Concept; Attitudes; How to Study; How to Pass Examinations; Group Dynamics; Better Dress Emphasis; Grooming; Personality; Table Manners; Studying Occupations.

Bottari, Linda de. "Primary School Correlates of Secondary School Achievement," The Personnel and Guidance Journal, Vol. 47, No. 7, March, 1969, 675-678.

This study is an investigation of the relationship between third grade final marks, achievement test scores, and subsequent achievement in elementary and secondary school. It was focused on the early identification of students for whom changes in the curriculum might be indicated.

For this reason this article is of interest to persons who are in position to influence curricular offerings and change them to the end of preventing early dropout through lack of achievement.

The data revealed that both final marks and achievement test scores in the third grade are predictive of subsequent scholastic performance. The prevention of failure demands that these low marks and scores be looked upon as symptomatic of learning problems and as likely precursors of academic failure. The third grade IQ is less effective as a predictor than the other scores.

Certain periods are more critical than others in the learning process. The development of language skills is most rapid in the first seven grades, after which it reaches a plateau. The correlations between third grade final marks in English, social studies, reading, and spelling, with final marks in other grades studied, suggested the necessity of improving language skills before the lag becomes cumulative so as to make remedial efforts impossible and failure, irrevocable.

Brinkus, Mrs. Milan C. "People of the Inner City," American Vocational Journal, Vol. 43, No. 8, November, 1968, 28-82-85.

This article should be required reading for all persons who work with or supervise people who work with such populations.

It is an excellent article describing values of the inner-city residents. It gives the raison d' etre for many actions which seem completely illogical to persons with middle-class standards, values and cultural mores.

Brum, H. D. (Supervisor). Programs for Youth with Special Needs. Columbus, Ohio: State Department of Education, 1967.

The publication describes the kinds of vocational education programs "designed specifically to motivate and provide youth with special needs with the necessary job preparation to enter the world of work."

The author states that the programs described have proved successful in meeting needs of youth unable to succeed in regular academic or vocational programs.

The book includes sections as follows: Occupational Work Experience Program; In-School Preparatory Programs - Agriculture Education, Business and Office Education, Distributive Education, Home Economics Education, Trade and Industrial Education; The Center for Vocational Rehabilitation and Job Preparation, Purpose and Need, Organization and Administration, Program of Services, Proposed Plan for Student Recruitment and Admission.

Burchill, George W. Work Study Programs for Alienated Youth, Chicago: Science Research Associates, 1962.

The objective of the study was to explore briefly the rationale behind programs of education and work for alienated youngsters as a preventative or rehabilitative experience, and to present examples of school-affiliated work-study programs.

The book lists criteria listed by Health, Education, and Welfare, adds four of the commission on juvenile delinquency of the Phi Delta Kappa and defines the latter's idea of "stages" and corollary school program.

The experiments reported were the following: Flint, Michigan; Mt. Diable, Concord, California; Arrowhead Ranch, Moline, Illinois; Santa Barbara, California; Champaign, Illinois.

This book would serve any administrator well in several areas and would be of particular interest for those planning or seeking ideas of how evaluative criteria might be developed and used. In each experiment there is an interesting detailing of strengths, weaknesses and recommendations.

Cohen, Julius S., Robert J. Gregory and John W. Pelosi. Vocational Rehabilitation and the Socially Disabled. Syracuse: Syracuse University Press, 1966.

The book is a report of the findings of an institute on the role of rehabilitation in poverty. In the institute a series of planned meetings were held with staffs of the Vocational Rehabilitation Administration, the Office of Economic Opportunity, and other agencies involved with the developing poverty programs.

The importance of the counselor, his most effective, efficient, and adequate training, was indicated. Specific problems of client and environment were brought out with suggested solutions.

Conley, Ronald W. The Economics of Vocational Rehabilitation. Baltimore: The John Hopkins Press, 1965.

This study investigates selected aspects of the economic problems caused by physical and mental di-ability, and of the economic benefits of vocational rehabilitation.

The topics dealt with include the extent characteristics and costs of disability; vocational rehabilitation in the United States; and economic evaluation of the program; factors influencing the success of rehabilitation; and an examination of the question of whether more persons should be rehabilitated.

Conlin, Marcia R. and Haberman, Martin. "Supervising Teachers of the Disadvantaged," Educational Leadership, Vol. 24, No. 5, (February, 1967), 393-398.

The authors depart from the definition of the term "disadvantaged," i.e., "Operationally, the disadvantaged are those whose teachers perceive them as disadvantaged."

Then they suggest that the supervisor can help teachers surrender the distortions of these negative expectations through injection of reality into what the supervisors study, work on, and talk about. That is, the supervisors must develop coping behavio-s and action strategies which are germane to urban schools serving the disadvantaged. The right supervisory objectiv-s should develop in the light of the teachers' real problems... not from the supervisors list of fantasy needs which he builds to serve as a smoke screen to defend himself from the real problems and thus condemns himself to the position as being seen as someone who cannot help with real problems.

The writers believe that the supervisor commonly perceives instructional problems as teacher or pupil "faults" rather than as opportunities. However, he needs to recognize that supervisory reality begins with teachers' perceptions--(eg., too many students to permit individualized instruction) not with the supervisor's needs and interests.

Some of the problems which the supervising teachers may encounter in urban schools are: "reluctant" teachers; teachers' dislike for children; whites resentful of black supervising teachers; white versus Negro teachers; changing experienced "model" teachers from school to school; fearful teachers (of supervisors, change, emotions, i.e., fear of inadequacy). The supervising teacher thus needs courage to risk accusations of discrimination and reverse discrimination, to risk "political" pressure, and to handle the problems presented to him.

The authors believe that supervision, like teaching, "is basically the same in all situations, but pupils in "disadvantaged" schools are less likely to learn in spite of their teachers and their teachers are less likely to succeed without realistic help. "The most powerful determinant of children's achievement: their teachers' assessment of their potential." (393) "The positive regard of his teacher may be a deprived child's only hope." (395)

Crosby, Muriel. "Curriculum Control: We Can Get It For You Wholesale," Educational Leadership, Vol. 24, No. 2, (November, 1966).

Although the article discusses curriculum development, it examines the role which evaluation--assessment--plays in the funding of programs or the lack thereof. It also points out fallacies in blind testing/evaluation.

Dapper, Gloria and Judith Murphy. Part-Time Teachers and How They Work. Lewiston, Maine: Catalyst in Education, 1968.

This is a study of the use of professionally trained women as part-time teachers in five communities. This person is not to be confused with teacher substitutes or specialists or teacher aides.

The teachers were used as "resource" teachers; as assistants to reduce class size; as exponents of hard-to-find specialties. They received pay but social significance was also important to them.

The reaction "from the 300 superintendents who did use part-time teachers was overwhelmingly favorable."

Doolittle, Lawrence W. "Needed: Teachers of Teaching," Educational Leadership, Vol. 24, No. 7, (April, 1967), 624-629.

The author addresses himself to the following problem: How to get people who can teach into the classroom of the schools in disadvantaged areas.

The teacher of teaching, as visualized by the author, would be located in a "disadvantaged" school, be able to help the inexperienced, unqualified and/or untrained teacher through his first days, weeks or months of struggle into full professional status. This person should know teaching, supervision, the school system, and the school.

The author says that "at no time in (the teacher's) professional preparation does he make an extensive study of the teaching act itself." The outcome is that "the teacher's major focus is frequently the substance of his teaching instead of the dynamics of the happenings in his classroom." As a result "...his satisfaction in teaching comes from a verbal interchange with students about the substance rather than from his manipulation of classroom activities." The teacher has not been given the tools to make the study of teaching the source of his "kicks." This makes teaching children who do not have the verbal skills to manipulate subject matter a constant source of frustration."

Draper, Dale C. Educating for Work, National Committee on Secondary Education, Paper No. 2. Washington: National Association of Secondary School Principals, 1967.

The content of the publication is as follows:

I. Introduction
II. Basic Legislation
III. The Students to be Served
IV. The Manpower Situation and Job Opportunities
V. Curriculum Innovations and Issues
VI. Vocational Education for Unemployed Youth
VII. The Administration of Vocational Education
Bibliography
The Committee's Conclusions.

This is a good resource for anyone wanting to think about problems of change and educating youth for work. It has a good historical background on recent legislation (1963 legislation) and deals with currently functioning agencies and institutions working with training for the world of work.

Interesting in this publication is the M.I.T. study (40ff) on incorporating vocational education into the general high school curriculum and the ramifications that this would have in the "traditional" high school program.

Ellingson, Careth C. The Shadow Children. Chicago: Topaz Books, 1967.

The author attempts "to describe in relatively simple language the problems faced by children with learning disorders, the nature of their disabilities, and the educational techniques that will help them become secure and productive individuals."

The book is to be considered a "primer" in layman's language for the "totally uninformed about the subject of minimal learning disorders.

The following chapters are included in the book: Dyslexia; Dyslexia Case histories; Minimal Brain Dysfunction; Testing; Teaching. The latter chapter includes two pages of the skills that are considered necessary for the development of good reading at the first grade level.

A directory section compiling a listing of the public and private agencies that provide testing, diagnostic and educational services needed by these disadvantaged children.

Finch, Robert E. "Facing Up to Adult Education Needs," American Vocational Association Journal, Vol. 43, No. 8, (November, 1968) 38-40-80.

This article would be useful for an administrator seeking to incorporate a program of Adult Education into his system.

The author rehashes the need for adult education for 25% of our youth and adult population in order to enable them to finish elementary and high school and to acquire marketable skills.

He remakes the points that disjointed, uncoordinated efforts by multiple agencies presenting pilot programs are not enough. He believes that radical change must be made throughout public education systems to allow for funds, teachers and facilities for continuing education for all who desire it. This would range from public relations and educative programs, to the end of gaining a vote for more tax funds, to utilizing the existing school plants in an economic fashion (i.e., using them more hours per day--more weeks per year).

Fischer, John H. (chairman). Education and the Disadvantaged American. Washington: National Education Association, 1962.

This publication is a general information type of treatise. It emphasizes the sociological, cultural problems involved in working with the culturally disadvantaged.

"The recommendations in this publication are those of the Educational Policies Commission, a commission of the National Education Association of the United States and the American Association of School Administrators.

"The schools present the best hope for overcoming (the millions of disadvantaged Americans') handicap. This has been demonstrated repeatedly wherever the efforts of skillful educators and the support of an understanding community have combined to make of schools the mighty instruments which only schools can be. If the public fully backs its schools--and only if it does--the time may come when no American is culturally disadvantaged."

The topics treated are the following:

Introduction; The Roots of Cultural Disadvantage; The Challenge to the School; A Response for American Public Education--Special Characteristics of the School Program--Special Characteristics of the School Staff--Special Characteristics of the School Administration--Special Requirements for Facilities--The School and the Home--The School and the Community; Public Policy and the Education of the Disadvantaged--Group Relations--Employment --Financial Support; Conclusion.

Frost, Joe L. and Hawkes, Glenn R. The Disadvantaged Child, Issues and Innovations. Boston: Houghton Mifflin Co., 1966.

This is an organized compilation of representative literature relating to the characteristics and education of children from disadvantaged or culturally deprived homes. The articles from many sources and are of pertinence to teachers, teacher-educators, administrators in schools, and to counselors ...as well as to other personnel who will work with this socio-economic class.

The contents are as follows:

I. Who are the Disadvantaged?--Who are the Socially Disadvantaged; Children and Poverty; Profiles of Poverty; For the Child Who Has Nothing.

II. Characteristics of the Disadvantaged--Characteristics of the Culturally Disadvantaged Child; The Overlooked Positives of Disadvantaged Groups; The School Dropout and the Family; Seeds of Dropouts; Sociological Perspective on the Education of Culturally Deprived Children; In Defense of Middle Class Values.

III. Intelligence Testing and the I.Q.--How Children Develop Intellectually; Negro American Intelligence; A New Look at an Old Controversy; Effects of Adoption on Children from Institutions; Effects of Educational Treatment; The Case for Intelligence Testing; The Case AGAINST Group I.Q. Testing in Schools with Culturally Disadvantaged Pupils.

IV. Education and the Young Child--The Cognitive Consequence of Early Sensory Deprivation; Nursery Education: The Influence of Social Programming on Early Development; Achievement Behavior in Young Children; A Challenge to the Profession of Early Childhood Education; An Experimental Curriculum for Culturally Deprived Kindergarten Children; Poverty, Education, and the Young Child; A Nursery School on the Ute Indian Reservation; Preschool Programs for the Deprived Child in New Haven, Connecticut, Dade County, Florida, and Baltimore, Maryland.

V. Education and the Older Child--Federal Legislation and Programs for Underprivileged Young People; The President's Program: "A New Commitment to Quality and Equality in Education"; Issues in Educating the Culturally Disadvantaged; Educating Culturally Deprived Youth in Urban Centers; A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations; The Rural Disadvantaged; Educating Disadvantaged Children; School and the Migrant Child; Can We Afford Misery?; Problems and Trends in Migrant Education; The Schools of Appalachia; Prevailing and Needed Emphases in Research on the Education of Disadvantaged Children and Youth.

VI. Teaching Communicative and Problem-Solving Skills--What's Ahead in Reading for the Disadvantaged?; A Cure for Allergy to Reading; Multicultural Primers for Today's Children; Broadening the Experience of the Culturally Disadvantaged; The School Library Program for Children in a Depressed Area; Some Thoughts on Teaching Mathematics to Disadvantaged Groups; Some Practical Ideas for Teaching Mathematics to Disadvantaged Children; An Approach to Teaching Children Handicapped by Limited Experience; The Culturally Deprived Child and Science; Teaching Science to the Disadvantaged Pupil.

VII. Training Teachers of the Disadvantaged--Teachers of the Poor; Adapting Teacher Style to Pupil Differences; Teachers for Disadvantaged Children; The Culturally Disadvantaged and Teacher Education; Culturally Deprived Children; Opinions of Teachers on the Views of Riessman.

VIII. Individual, Family, and Community--Family Influence on School Failure; Family Forces Influence Child Behavior; Working with Disadvantaged Parents; White People's Time, Colored People's Time; A Frontal Attack on Cultural Deprivation; Educability and Rehabilitation; The Future of the Welfare Class; Human Needs and the Community.

This book is an excellent compilation of articles for workers with the disadvantaged groups.

Gerberich, J. Raymond. "Assessment: A Forward Look," Educational Leadership, Vol. 24, No. 2, (November, 1966), 115-118.

The author proposes the development of a "Gross Educational Product--the construction of an educational index--in order to learn about American education. The goal is to obtain evidence about progress of education in America.

He discusses the resistance to change, the misinterpretation of educational assessment, the modification of assessment procedures and the uses of assessment results.

Gibson, James O. "Rural Poverty-Challenge to an Urban Society," American Vocational Association Journal, Vol. 43, No. 8, (November, 1968), 33-88.

This article presents a picture of a vast influx of rural poor into the cities, overloading already inadequate social service agencies and causing rural communities to become poor through the loss of taxable income from able-bodied persons who leave the area.

Perhaps the most significant statistic presented is that "...from 1940-1945 new machines and new methods...reduced farm employment by 45 per cent... During the next 15 years farm labor will decline by another 45 per cent."

The rural poor are increasingly "nonfarm." Present farm and vocational agriculture programs help to create wealthy landowners but "largely bypass" the rural poor.

The author states that there are some 14 million poor in rural America... more than 3 million rural adults are classified as illiterates.

The largest impact-deprivation of rural areas are inadequate schools and vocational education programs, a lower tax base, fewer teachers.

The author presents a selected list from recommendations given by the fact-finding commission.

Green, Bernal L. "Low Incomes Among Ozark Residents," Arkansas Farm Research, Volume XVII, No. 6, (November-December, 1968), 10.

The article is a report of a study of Ozark residents. The author indicates that "the presence and importance of poverty linked characteristics found in the rural parts of the Ozark Region closely paralleled data depicting the national situation, presented by Oscar Ornati in a section of the book "Poverty in America" published by the University of Michigan Press in 1966. The burden of poverty does seem to be born by "special" groups and individuals who tend to have one or more of the following characteristics: rural farm, disability, only one income earner, aged, and with low levels of formal education."

Gross, Edward. "Counselors Under Fire: Youth Opportunity Centers," Personnel and Guidance Journal, Vol. 47, No. 5, (January, 1969), 404-409.

This article underlines the differences which exist between most Y.O.C. counselors and the clients with whom they must deal. The differences in world view and perceived reality are noted along with the difficulties this poses for a counselor or administrator whose job it is to work with such groups.

Intensive interviewing of counselors, supervisors, clients, and community workers associated with a sample of Youth Opportunity Centers led to the conclusion that assumptions not found tenable are: (a) client comes voluntarily; (b) client wants help; (c) client accepts counselor's authority; (d) client comes as individual; (e) counselor accepts client. Because of bureaucratic conditions of government programs, because of poverty and demoralization of clients, and because of race and other differences, counseling (except of highly directive sort) is not possible. A group approach which takes into account the organized nature of the client population is personally recommended and described.

Halpern, Gerald and Norris, Lila. "Student Curriculum Decisions," The Personnel and Guidance Journal, Vol. 47, No. 3, (November, 1968), 240-243.

This article is pertinent to those persons who seek to understand the decisions students make concerning their curriculum and to those who seek to orient such staff.

In the experiment, students in the 10 grade in two high schools were presented with the hypothetical problem of choosing a school curriculum for an imaginary student. The goal of the experiment was to gain insight into the way high school students choose their own course of study. (It is assumed that a student uses the same method as the one which he would use for selecting a curriculum for a third person.)

Students were "first and foremost concerned with gathering information about abilities via (in order of importance) (1) the fictitious student, (2) the school record, (3) tests, (4) school personnel, (5) activities, (6) family. They were least concerned with acquiring information about values." "The rejection of the information about values suggests a lack of awareness of what a leading theorist of guidance practice (Katz, 1963) would consider a prepotent factor and indicates a need for education in the role of values in decision-making."

Harsh, J. Richard. "Evaluating E.S.E.A. Projects for the Disadvantaged," Educational Leadership, Vol. 24, No. 5, (February, 1967), 453-461.

The author says that it is important to take time to make a "scorecard" of the process and products of the special project efforts to date. "Review of the targets for accomplishment and the means to get there in relation to the results which have been attained should provide some illumination for developing better programs in the succeeding innings of the special projects."

They then give scoring criteria: Steps in evaluation:
"One approach to developing a scorecard or appraisal of the processes and products of the...programs...is to utilize the five steps of the evaluation process found in any explicit and systematic study. Each project may be considered in relation to how well its development and progress have met these five essential steps. Such an appraisal should provide important suggestions regarding the conceptualization of the project and in the ways in which it may be improved.

1. What was stated as the purpose of the project?
2. How can I recognize the outcomes if I see them? Definition of objectives in behavioral terms.
3. What is going to be done to achieve the objective? The delineation of situations and experiences through which the attainment of the objectives of the program is to be accomplished.
4. What information will be gathered as evidence of the attainment of the objectives? The development or selection of appropriate assessments of the behavioral objectives. (457)
5. Summarizing and analysis of the data (does it provide acceptable evidence upon which judgements or evaluations can be made?)

They then present eight guidelines for action following and based upon evaluation.

Hay, Kenneth M. (dir). Kansas State Board for Vocational Education, Policy Manual. Topeka, Kansas: State Board for Vocational Education, 1968.

This is a Vocational-Technical Program Manual. It is not designed to be a procedures manual, or administrative policy manual, etc. Topics covered in the manual include definitions; certification; organization requirements for programs; standards of achievement; vocational organization; operational requirements for programs; financial participation; teacher-trainers (educators); student placement and follow-up requirements; program evaluation requirements; inventory requirements; area vocational-technical education schools; records and reports.

Hayes, Alfred S. Language Laboratory Facilities. U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1963, No. 37. Washington: Government Printing Office, 1963, (Reprint 1964).

The book contains suggestions to assist effective planning, selection, installation, and operation of language-laboratory facilities. It is particularly slanted toward foreign language learning laboratories and goes int considerable detail about machines, equipment, etc.

Hensel, James W. and Garry R. Bice. Second Annual National Vocational Technical Teacher Education Seminar Proceedings. Chicago, October 21-24, 1968. Columbus, Ohio: The Ohio State University, 1968.

The publication presents papers and discussion of the conference. One section was devoted to Vocational-Technical education for the disadvantaged. The other to differentiated staffing.

Specific recommendations are included from the numerous committees which formed discussion groups.

Hughes, James W. "Self-Evaluation in the Elementary School," Educational Leadership, Vol. 24, No. 4, (January, 1967), 344-347.

It is the contention of the author that the first step to production of individuals who are "self-directed, who are critical learners, and who are capable of making intelligent choices" is to develop skills in self-evaluation.

Improvement in learning takes place...when the learner becomes aware of the goals he is striving to achieve, what he has done, what norms are used and what judgments are reached. The learner can act intelligently to understand and to improve his behavior when he is included in the evaluation process.

The author urges educators to allow the learner to fill not only the roles of Doer and Actor but also to assume the roles commonly reserved for the teacher, i.e., that of Observer and of Judger.

Kemp, Barbara H. The Youth We Haven't Served: A Challenge to Vocational Education. Washington: Government Printing Office, 1966.

The publication is a plea for all agencies to pool their resources and coordinate efforts to meet effectively the needs of the children of the socio economically handicapped.

It presents some of the characteristics of the handicapped, describes some of the steps "to be taken to enable these young people to succeed in the regular vocational education programs and to provide them with an education that will meet their special needs, and some to the opportunities opened for them by the provisions of the Vocational Education Act of 1963."

Topics covered are as follows: Description of the environment; Vocational education and youth with special needs; a suggested model for developing a Vocational Education program to serve above youth.

King, Clarence. Working With People in Community Action. New York: Association Press, 1965.

This book was intended for workers in either newly developing communities or in urban or more sophisticated communities.

It is a series of case studies of persons who have been working in the above types of communities. The studies are arranged to provide illustrative material below the main topic headings and resultant generalizations extracted from the specific instances.

Kliebard, Herbert M. "Curriculum Differentiation for the Disadvantaged," Educational Forum, (November, 1967), 1-8.

This article is of interest to persons responsible for preparing curriculum for the disadvantaged student or for persons who will be preparing study programs for that group.

The author remakes the point that poverty brings with it cultural deprivation and this affects school success.

There have been three traditional approaches toward remedying this situation:

1. Compensatory education, i.e., remedial teaching of some type. The author cites Head Start as a "preventive" and thus, better method;
2. Adapt teaching method to classroom conditions that prevail in disadvantaged schools, eg., move slower over the same material covered by traditional school systems with "non-disadvantaged" students. Another term for this is "instructional adaptation";
3. Curriculum differentiation.

The author takes issue with the philosophy that some students should be trained in skills only (i.e., "omit the frills") since the prime objective is to make these students employable--their objective is just to get the job.

He says that this is making the school the agency for perpetuating social class differences since students trained in such fashion would leave their schooling experience without certain cultural requisites for social mobility. He maintains that all youth must be kept in touch with the intellectual resources of their culture.

The author opposes, therefore, differentiated curricula but says that that does not (1) imply that high school should not be responsible to develop marketable skills. (It means that some subjects can be justified on grounds other than vocational criteria.) (2) does not mean students should not have some choice in choice of studies but does mean that the choice should be exercised on basis of individual interest and ability and not because the student has been labeled as a member of a certain group; (3) does not mean disadvantages should be ignored but means that the disadvantaged must have the same opportunity to develop intellectual competence that everyone else has.

This, to the author, means giving the disadvantaged more than the one traditional chance to become initiated into the world of ideas.

Lanning, Frank W. and Many, Wesley A. (eds.). Basic Education for the Disadvantaged Adult: Theory and Practice. Boston: Houghton Mifflin Company, 1966.

This book is largely about the numbers and the nature of the illiterate, about the efforts being made to make them more literate, and about the procedures and programs that have been found successful.

Figures given show that the totally illiterate (those over 10 years of age who tell U.S. Census enumerators that they cannot write in any language) dropped from 20 per cent in 1870 to 4.3 per cent in 1930. The "functionally illiterate" (those with fewer than five years of schooling) among adults 25 years of age or older dropped from 11 per cent in 1950 to 8 per cent in 1960. However, in 1960 there were 8,300,000 persons 25 years of age or older who had fewer than five years of school (i.e., 8%) but there was an estimated 23,000,000 or about 23 per cent, who had had fewer than eight years of school. That means almost one-fourth of our adult population are occupationally unfitted for our changing technological society.

The collection of readings should prove useful to directors of programs in basic education, teachers in the field, persons concerned with training personnel to work with the illiterate adult, and lay advisers from the community.

The five main divisions of the work are as follows: Statement of the Problem: An Overview--Undereducation in our American Society; An Illiteracy

Program; Making the People Literate; Growth of School Attendance and Literacy in the U. S. Since 1840; Adult Undereducation; Illiteracy at the Crossroads; Campaign Against Illiteracy--A War We Must Win; The Paradox of Ignorance.

Social and Psychological Implications: Thorndike's Contribution to the Psychology of Learning of Adults; Variations on a Theme by Thorndike; Psychological Characteristics Affecting Adult Learning; Motivation to Learn; Negro American Intelligence; A New Look at an Old Controversy; The Illiterate in American Society: Some General Hypotheses; Poverty and Adult Education; Poverty in the United States in the Mid-Sixties; Underdeveloped Areas and their Influence on Personal Development; Social Expectations and Cultural Deprivation.

Reading: Basic Curricular Area--Teaching Adults to Read; Developing a Total Reading Program for Adults; Basic Literacy Projects for Adults: A Reading Specialist's Comments; Considerations in Constructing a Basic Reading Program for Functionally Illiterate Adults; Reading Materials for Adults; Guiding Principles in Reading Instruction; Techniques for Selecting and Writing Readable Materials; Some Considerations on the Making of Adult Literacy Primers; Experiment in Adult Elementary Reading Experimental Booklets Project: 1963; Training the Volunteer Reading Tutor; Libraries: Active Agents in Adult Reading Improvement.

Further Program Considerations: Evaluation, Materials, and Techniques--Evaluation in Fundamental Education; Tests "Indigenous" to the Adult and Older Years; A Technique to Determine Illiteracy-Literacy Requirements of Jobs; A Review and Appraisal of Existing Instructional Materials for Basic Education Programs; Motion Pictures and Adult Education; Adults Too Need Field Trip Experience; Methods.

Programs: Past and Present--The Signs of Revolution in Public School Education; Training Illiterates in the Army; Basic Education in Manpower Retraining Programs; The Norfolk State College Experiment in Training the Hard-Core Unemployed; Massive Attack on Illiteracy; The Cook County Experience; Educationally Deficient Adults. Information and Training Services and U.S. Office of Education.

Selected Bibliography

Lewis, Oscar. "The Culture of Poverty," Scientific American, Vol. 215, No. 4, (October, 1966), 19-25.

This is a report on a study of Puerto Ricans in both Puerto Rico and New York that indicates that the group that has been poor for generations constitutes a separate culture--membership in that group constitutes belonging to a separated culture.

In countries where those belonging to this culture represent a relatively small segment of the population (as in the U.S.), the solution proposed by social workers dealing with the "hard core" poor "has been slowly to raise their level of living and incorporate them into the middle class. Whenever possible, psychiatric treatment is prescribed." (25)

"In underdeveloped countries where great masses of people live in the culture of poverty, such a social-work solution does not seem feasible. (25) ..."By creating basic structural changes in society, by redistributing wealth, by organizing the poor and giving them a sense of belonging, of power and leadership, revolutions frequently succeed in abolishing some of the basic characteristics of the culture of poverty even when they do not succeed in curing poverty itself." (25)

The article gives a comparison of the statistics of income and population of middle class and poverty; common characterizations of the poor by other groups; notes the confusion resulting from failure to distinguish between poverty and the "culture of poverty." That is to say that not all poor necessarily belong to the poverty culture.

He gives a summary of research methods used to obtain the information and lists traits, values, and characteristics of the poverty culture.

Louria, Margot. Vocational Training, Employment and Unemployment. Part One--National Trends. Washington: U.S. Office of Education, Office of Programs for the Disadvantaged, 1969.

This is a book rich in statistical information, tables and projections. It illustrates the problems to be increasingly faced by youth and unskilled laborers as well as those whose racial characteristics have given them limited access to certain types of jobs through discrimination.

The text includes state and local needs by jobs and is an excellent source book for persons planning for long-range manpower and/or vocational training programs.

Louria, Margot. Vocational Training Employment and Unemployment. Part Two--Profiles of the States. Washington: U.S. Office of Education, Office of Programs for the Disadvantaged, 1969.

This is a source book with demographic information by state. Other information given includes state Manpower Training Programs, occupations, in- and out-migration, projections, percent change in non-agricultural employment, unemployment rate, etc.

Arkansas appears among those states with relatively high unemployment rate in 1967.

McGehearty, Loyce. "The Case for Consultation," The Personnel and Guidance Journal, Vol. 47, No. 3, (November, 1968), 257-262.

This article could be used as a catalyst to stimulate ideas of how various consultants from various disciplines could be utilized by teachers who will be in the classrooms.

The article concerns the "evolution of new practices designed to extend professional mental health services by not limiting the helping professions to a traditional one-to-one relationship has led to the use of consultation with other caretaking persons. This technique is discussed and its relationship to counseling, particularly in the elementary schools, is explored.

Mathis, Harold I. "The Disadvantaged and the Aptitude Barrier," The Personnel and Guidance Journal, Vol. 47, No. 5, (January, 1969), 467-472.

The author of this article argues that the aptitude test was designed to help match the man with the job. He says that some people are not in condition to be "matched" and that the aptitude test is simply a screening out process. He says that aptitude as it is now assessed does not take change into account. He states that the present training-retraining programs for the development of skills do not lend themselves to preliminary aptitude testing.

The theory and practice of aptitude testing are critically discussed within the context of current efforts to improve the status of the poor. Aptitude testing is contrasted with achievement testing with special attention directed toward underlying assumptions, validation procedures, and the interpretation of test scores. Aptitude tests are found to have profoundly bad effects for disadvantaged applicants. The tests bar them from employment and destroy their aspirations in the process. Recommendation is made for a battery of pre-employment tests more closely related to achievement test principles. It is argued that such a battery would be more relevant and hope-redeeming for underprivileged applicants while preserving the advantages of pre-employment ability testing.

Marshall, Ray F. and Vernon M. Briggs, Jr. The Negro and Apprenticeship. Baltimore: The John Hopkins Press, 1967.

The study provides an analysis of the factors that influence the low rate of Negro participation in apprenticeship programs: the limited number of apprenticeships available, the discrimination practiced by unions and employers, the low education and poor motivation of potential Negro applicants, and the ignorance and indifference of some school counselors and government employment services. The authors discovered that the problem is compounded by lack of realism among many of the groups involved.

The book is based on interviews with union and government officials, employment agencies, employers, human relations committees, educators, and Negroes who have sought or obtained admission to apprenticeship programs. The case studies came from ten metropolitan areas.

In light of the studies the authors evaluate the various remedial programs now in effect and make recommendations for further improvements.

Mayer, Roy G. and Cody, John J. "Festinger's Theory of Cognitive Dissonance Applied to School Counseling," The Personnel and Guidance Journal, Vol. 47, No. 3, (November, 1968), 233-239.

This article is of interest from the point of social/value change. It is of interest for its suggestions of ways to approach the problem of motivation/self-motivation in the process of change and possible ways of stimulating it.

"A number of counselor activities were derived from the complementary orientations which, if employed, would seem to enhance the probability of a self-directed change occurring within the student. These included such activities as the school counselor's attempting to (a) provide an accepting, non-threatening atmosphere; (b) assist students or counselees in forming significant dissonance; (c) have his counselees inform other key persons (teachers, parents, or peers) of the outcomes or decisions arrived at during the counseling process (public commitment).

Michie, Jack. "What, Then, Does All This Mean for Vocational Educators?" A.V.A. Journal, Vol. 43, No. 8, (November, 1968), 41-42.

The author brings out the point that all teachers need to come to know "what learning, as distinguished from teaching, is all about." He asks: "Just how adequately do you (teacher) feel you can adequately meet the needs of your students?"

He says that the problem is not one of finding better ways of funding programs--but rather to get at the causes of failure and dropout to prevent them from growing.

A projection for 1980 sees 123 million adults over 25 with about 16 million of that number as college graduates. He, therefore, proposes that every school child have some vocational preparation.

He advocates occupational orientation at elementary and pre-school level; work experience programs at secondary levels as students begin to make occupational choices.

Miles, Matthew B. Learning to Work in Groups, New York: Teachers College, Columbia University, 1967.

The book is directed toward school personnel in public schools. Although the subject of prime importance through the book was that of training group discussion leaders, it is pertinent to the groups known as "Disadvantaged" in helping them and those who deal with them to learn better how to work in groups.

The book is directed to the practitioner in the school who wants to improve his own work. The idea of the training mentioned throughout the book is to alter one's point of view toward work in groups. Therefore, in this sense its concept is "co-terminous with the idea of education itself."

The problem is "we really do not know how to work well with others." (p. 1)

The following topics were dealt with: Effective Group Behavior; the Training Process; Planning for Training; Training Activities; Designing Training Activities; Taking the Trainer Role; Evaluating Training.

Noar, Gertrude. Teaching the Disadvantaged: What Research Says to the Teacher, No. 33. Washington: Department of Classroom Teachers of the National Education Association, 1967.

This pamphlet would be good introductory reading for teacher trainees who expect to be working with that group. It combines in brief, concise, simple form what is to be found scattered in a number of readings.

The main headings are as follows:

Who are the Disadvantaged? Subculture groups.
What Disadvantaged Chidlren are Like in School and What that Behavior Means.
The Causes of Disadvantages: What Disadvantaged Children Miss; Typical Home Conditions of the Disadvantaged.
Factors of Special Significance in Teaching Disadvantaged Children: Intelligence and Testing; Language; Girl-Oriented Schools; Time and Hope.
What Teachers Can Do for Sixes and Sevens;
What Teachers Can Do for 8 to 11 Year Olds;
What Junior High School Teachers Can Do for Disadvantaged Adolescents;
What Senior High School Teachers Can Do;
Selected References

This is a stimulating source of ideas for curriculum development and teacher training.

Norman, Russell P. "The Use of Preliminary Information in Vocational Counseling," The Personnel and Guidance Journal, Vol. 47, No. 7, (March, 1969), 693-697.

This paper reports an experiment in which 121 clients seeking vocational counseling were assigned to three experimental groups representing audio, visual, and audiovisual methods of information presentation, or to a control group. After exposure to information relevant to their concerns, they were given an opportunity to return for a regular appointment. The audio and visual methods differed significantly in terms of per cent of those who returned (audio = 69 per cent, visual = 39 per cent). Returnees in the visual group averaged fewer counseling sessions, although the differences were not statistically significant. In general, returnees had indicated a somewhat greater number of problem areas and more frequently were sophomores and seniors. Results suggest that tape recordings (audio method) tend to induce clients to return for further counseling more readily than does the same information in mimeographed form (visual method). The likelihood of a client returning is seen as a function of the type and urgency of the problem as well as the preliminary information he receives.

The results of the experiment lead the author to believe that written information was most productive in that it resulted in less follow-up time spent by the counselor with clients...at least with those students who indicated that they wished vocational counseling.

O'Brian, John L. (prin. investigator). The Development of a Master Teacher Training Curriculum for Teachers of Occupational Level Training Programs, New Jersey: Rutgers University Press, 1966.

The purpose of the study was to develop a curriculum with corresponding courses of study for a Master's degree program to prepare teachers to teach youth with special needs.

The assumptions were that teacher candidates would (1) have a BA/BS plus teaching experience, (2) be competent in the area he wished to teach, (3) would desire to teach the disadvantaged, (4) generally would come from "middle-class culture."

The disadvantaged were defined as those youth who are "culturally disadvantaged," socio-economically disadvantaged, etc. It was assumed that most of these youth come from the inner city.

There was an underlying premise that vocational teachers, as well as academic teachers, have neither the conceptual understandings of teaching the disadvantaged nor do they have background to understand the environment in which the youth grew up and was formed.

The program required two summer sessions and a fall and spring session to complete.

The entire course is outlined in the publication.

O'Shea, Arthur J. "Peer Relationships and Male Academic Achievement: A Review and Suggested Clarification," The Personnel and Guidance Journal, Vol. 47, No. 5, (January, 1969), 417-423.

This article reviews studies and findings on the above topic.

It states that earlier reviews of the research have reached conflicting conclusions about the relationship between social behavior and academic achievement. A brief but comprehensive review is presented. It is suggested that there is greater consistency in this research area than has been noted previously. When the research is categorized according to sample age level, it is found among younger subjects that high achievers tend to be more socially active than low achievers, while among college-age students, low achievers tend to be the more socially active. Questions are raised which future research might investigate.

There is mention that Project TALENT is looking more fully into some of the above-mentioned areas for further investigation.

Osipow, Samual H. and Alderfelder, Richard D. "The Effects of a Vocationally Oriented Speech Course on the Vocational Planning Behavior of High School Students," The Personnel and Guidance Journal, Vol. 47, No. 3, (November, 1968), 244-248.

This study suggests tests which seem to be of value in a project for developing vocational understanding among youth in a rather oblique fashion. One test listed to be used as an evaluative instrument of change is the V.D.I. Vocational Development Inventory's Attitude Scale (see 245 for a description). It also states that each student was used as his own control in the evaluation of change and notes the merit and limits of such an approach.

"A sample of 407 tenth, eleventh, and twelfth grade students took a speech course oriented toward assignments concerning career development and decisions. The vocational attitudes and behaviors of the students at the completion of the course were compared with those they reported when the course began. The most significant finding was that both male and female students reported engaging in more frequent informal discussions about career development following the course than they had preceding it. In addition, the girls expressed more certainty about their educational plans at the conclusion of the course than at its outset and had lowered their expected life earnings. The girls also scored higher than the boys on the Vocational Maturity scale of the V.D.I. both before and after the experiment."

Passow, A. Harry, Goldberg, Miriam, and Tannenbaum, Abraham J. Education of the Disadvantaged: A Book of Readings. New York: Holt, Rinehart and Winston, Inc., 1967.

The authors state that "the purpose of this volume is to bring to teachers (both preservice and in-service), school administrators, para-professionals, and other persons who are involved with education of the disadvantaged, some insights and knowledge to enable them to better understand the pupils for whom they must plan more effective educational experiences." The articles included in the reader deal with the population living in economically depressed areas with special emphasis on racial and ethnic groups barred from the mainstream of American life--Negro, Puerto Rican, American Indian, or migratory farm workers.

Some of the titles included follow: The City and the Negro; Metropolitan Development and the Educational System; Factors Affecting Educational Attainment in Depressed Urban Areas; Education and the Powerless; Strengths of the Inner City Child; Problems of Classroom Adjustment of Indian Children in Public Elementary Schools in the Southwest; Problems and Trends in Migrant Education; The Social Unreadiness of Negro Youth; The Negro Student at Integrated Colleges: Summary; Review of Evidence Relating to Effects of Desegregation on the Intellectual Performance of Negroes; Guidelines for Testing Minority Group Children; The Psychological Basis for Using Pre-School Enrichment as an Antidote for Cultural Deprivation; The Role of Social Class in Language Development and Cognition; Social Structure, Language and Learning; The Hidden Curriculum of the Middle Class Home; Stability of Academic Aptitude and Reading Test Scores of Mobile and Non-Mobile Disadvantaged Chidlren; Residential Segregation of Social Classes and Aspirations of High School Boys; Psychological Issues in the Development of Mathematics Curricula for Socially Disadvantaged Children; How Reversible are the Cognitive and Motivational Effects of Cultural Deprivation?; Implications for Teaching the Culturally Deprived Child; The Strategy of Style; Education in Depressed Areas; Instructional Content for Depressed Urban Centers: Problems and Approaches; Methods and Materials for Educationally Disadvantaged Youth; The Culturally and Socially Deprived Reader; Give Him a Book that Hits Him Where He Lives; A Realistic Writing Program for Culturally Diverse Youth; Dropout of Diploma: A Socio-Educational Analysis of Early Withdrawal; National Policy for Alienated Youth; For Such a Tide Is Moving...; Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children; New Teachers for New Immigrants.

Riccio, Anthony C. "Pupil Guidance: New Developments and Influences," Educational Leadership, Vol. 24, No. 4, (January, 1967), 302-305.

The author notes that "the guidance movement is the victim at present of a three-pronged tug-of-war. The groups attempting to determine the direction in which guidance will move in the future are (a) the federal government in general and the U.S. Office of Education in particular; (b) the various divisions of the American Personnel and Guidance Association and factions within these divisions; and (c) the proponents of selected answers to social problems confronting the nation."

He predicts that success with the latter problem will be the most crucial factor to continued generous funding and public plaudits as now in evidence.

Roueche, John E. Salvage, Redirection, or Custody? Washington: ERIC Clearinghouse for Junior College Information, 1968.

This publication is focused on "a natural concomitant of the open-door policy, namely, on how effectively the junior colleges are educating the disadvantaged, low-aptitude students."

The aim of the author is to make a comprehensive report on junior colleges and to "interpret, raise issues, venture hypotheses, pinpoint successes."

The author shows that attempts to adapt existing programs through modifying them have not been successful. He refers to some revolutionary approaches. He states, also, that the junior college is on trail to make good its claim to "strive to offer what the people can profit by."

The topics dealt with include the students; teachers; objectives; programs; research; implications; the background of "educational opportunity for all;" and "the open door?"

Rousseve, Ronald J. "Counselor, Know Thyself," The Personnel and Guidance Journal, Vol. 47, No. 7, (March, 1969), 628-633.

The article underlines the need for each professional worker to realize the contribution that his personal value system makes to the decisions he makes and the way he functions. It is in particular directed toward the counselor who works directly with clients or in training other counselors.

"This essay represents the attempt of a counselor-educator to examine openly the philosophic-psychological premises and related value commitments which sustain his functioning, professionally and personally. These reflections in search of a viable model of modern man are based upon the conviction that unless a counselor is aware of the ideological determinants of his own behavior, he cannot attend adequately to the client's search for values and for a sense of personal identity. The presentation is not a finished treatise, but is an honest attempt at self-examination pursuant to the dilemmas which confront inquiring men in their quest to understand the human condition."

The author examines the following aspects: Science vs. Religion; Behaviorism vs. Phenomenology; Determinism vs. Freedom; he then presents corroborating constructs.

Scobey, Mary-Margaret. Teaching Chidlren About Technology. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1968.

The Book is concerned with the technology of America. "It attempts to provide useful information about industry as an aid to teachers in planning curricular experiences for children."

The main divisions are as follows:
Part I - Provides a theoretical and pedagogical basis for the study of technology in the elementary school;
Part II - Describes present processes and trends within industry;
Part III - Makes suggestions for a variety of classroom activities that will help children better understand the world of technology.

Spurlock, Hughes H. Rural Housing Conditions in the Arkansas, Missouri, and Oklahoma Ozarks. Bulletin 736. Fayetteville, Arkansas: University of Arkansas Division of Agriculture, 1968.

The author found that 54 per cent of the rural housing in the Ozarks was substandard as compared to 15 per cent of the urban housing.

The estimated cost of bringing housing up to standard could range from $4,650 for a unit needing complete remodeling to $200 for units lacking only a hot water heater.

Stripling, Robert O. and Antenen, Wayne W. "Pupil Personnel Services - Aid to Curriculum Development," Educational Leadership, Vol. 24, No. 4, (January, 1967), 327-330.

The authors state the need for several kinds of specialists to work as a team in facilitating the intellectual, personal and social growth of each child.

They suggest the mutual contributions a pupil-personnel-service team could make in developing a "total" program for each student. Personnel suggested for this team included the school social worker, the counselor, the speech therapist, the school psychologist, the classroom teacher, the school adminstrator, and the curriculum supervisor.

The authors also dealt with changes needed and with the preparation of specialists.

Taylor, Robert E. and Coster, John. Trade and Industrial Teacher Education and Certification: Report of a National Invitational Research Development Seminar. Columbus, Ohio: Ohio State University, 1968.

This report summarizes the seminar activities, lists priority research problems in teacher education and in teacher certification, and presents conclusions and recommendations of the seminar. Three papers presented during the conference are incorporated in their entirety: "Trade and industrial education research in teacher education and certification since 1963," "The Basic certification requirements for trade and industrial education teachers," and "Mini-proposal format." Four mini-proposals developed during the seminar are included in the appendix.

"The Youth We Haven't Served: A Challenge to Vocational Education." Washington: U. S. Gov't. Printing Office, 1966.

This publication is a plea for all agencies to pool their resources and coordinate efforts to meet effectively the needs of the children of the socio-economically handicapped.

It presents some of the characteristics of the handicapped, describes some of the steps "to be taken to enable these young people to succeed in the regular vocational education programs and to provide them with an education that will meet their special needs, and some of the opportunities opened for them by the provisions of the Vocational Education Act of 1963." (p. iv)

The topics covered included the following: Description of the environment; Vocational Education and Youth with Special Needs; A Suggested Model for Developing a Vocational Education Program to serve the youth who belong to this group.

Tiedt, Sidney W. (ed.) Teaching the Disadvantaged Child. New York: Oxford University Press, 1968.

"This book is not a collection of reprints from miscellaneous sources or an attempt to present divergent points of view. It consists rather of a concerted group effort to focus on the educational problems of deprived children. Directed toward teacher education, in-service programs for public school teachers, and institutes' focusing on teaching this group of students, the volume presents both theory and practice. The emphasis is, however, on the techniques of teaching, with specific suggestions given in all curricular areas."

"A number of books published recently have focused attention on the problems of the disadvantaged, but few have directly explored the problems of classroom instruction. This book provides an instructional guide that suggests effective methods, materials, and media for reaching these children and meeting their special needs."

"The book is organized to assist the instructor who will be working with disadvantaged children, particularly at the elementary school level. Covering the curriculum areas usually taught in the elementary school, Teaching the Disadvantaged Child presents specific strategies that enable the teacher to cope with the instructional problems to be met. In addition, the book stresses development of language skills, a deficiency typical of disadvantaged children."

The specific chapter headings follow: 1. The Disadvantaged Child and His Culture; 2. Multisensory Learning; 3. Developing Language Abilities; 4. Reading Instruction; 5. Literature Learnings; 6. Science Activities; 7. Mathematical Experiences; 8. Selected Topics for Social Studies.

This is a practical, valuable book for those working in the above-mentioned areas.

"Training the Unemployables," U. S. News and World Report, Vol. LXV, No. 1, (July 1, 1968), 54-57.

The article deals with the problems and results of a training program leading to the employment of a number of "hard-core" disadvantaged. Helpful article to counteract common "assumptions" about what the "disadvantaged are like."

Lockheed Aircraft Corporation has programs of varying degree in 10 cities. The study upon which the report was based considered the experiences in Lockheed-Georgia Company in Marietta, Georgia, and in the Lockheed Missiles and Space Company in Sunnyvale near San Francisco.

Trainees were "hard-core" poor who had to meet four out of five "negative standards," i.e., (1) school dropout, (2) unemployed, (3) no consistent record of work of any kind, (4) have an annual family income of $3,000 or below, (5) a certain percentage had to have had arrest records, (6) a heavy proportion had to be drawn from minorities.

In Georgia, the 98 trainees received a training stipend of $20 a week, transportation and $5 per dependent per week. Eighteen quit before training terminated, 10 were fired (habitual lateness or non-attendance), 61 finished. Lockheed hired 43 and later fired three more for poor attendance. The dropout rate was attributed to students' inability to subsist on the training allowance.

In California, 108 trainees enrolled in two programs. In one they received a training allowance;in the other, they went on the payroll at $2.40 to $2.80 an hour. Five quit, four were fired, and one was convicted of a felony. None was fired for inability to do the work. Dropout was lower for those hired at $2.40 and #2.80 an hour than those on a stipend.

A Lockheed official said that a comparison study of 50 new employees hired by the usual standards showed no difference between hardcore and others on the rating of quality and quantity of work.

Officials stated that it had not hurt production; it did not increase employee turnover. The Company is doubling the program in California, and increasing the one in Georgia. Other companies hire the trainees which Lockheed cannot employ due to cutbacks, etc.

(The Company seemed to have been "inspired" to start the program because 88% of all its sales are made to the U. S. Government.)

Problems:

1. Finding the recruits. The hardcore do not respond to advertising. Largely, they come through contacts by Urban League, N.A.A.C.P., state employment agencies, and various minority organizations.
2. Getting the recruits to meet time schedules.
3. Bringing trainees up to "proper standards of dress and decorum."
4. Trainees' di-ficulties in expressing themselves. (Extensive use was made of role-playing to get the trainees to open up in their attitudes.)
5. Absolure necessity for close supervision and personal attention. (This was to help take care of "home" problems which could interfere with job attendance, e.g., car/transportation troubles; illness in the family with no "sitter" available, etc.)

Some of the findings were as follows:

For the hard-core, the "quit-rate" was lower than normal; the "fired-rate" was about the same as normal; people would rather work than exist on welfare; some trainees were promoted almost immediately; that there are some real problems...that the state of the art of dealing with people is pretty low with resultant difficulties with the hard-core...and, finally, the need for special programs and accommodations in hiring--changing to solve new problems; that it is not just a simple case of placing hard-core on the payroll, but that it is necessary to follow through with supportive services until the new employee has learned how to live in his new environment and new role.

United States Congress. House Committee on Education and Labor. _A Compendium of Federal Education Laws_. 90th Congress, First Session. Washington: Government Printing Office, 1967.

"A compendium of education legislation reflecting the latest changes in laws dealing with elementary and secondary education, higher education, and vocational education."

United States Congress. Senate Committee on Labor and Public Welfare. _Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Education Act of 1963. Public Law 88-210, As Amended_. 90th Congress, Second Session. Washington: Government Printing Office, 1968.

"Vocational Education: The Bridge Between Man and His Work. Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education, 1968."

This is a collection of education laws. This book is the highlights and recommendations from reviewing and evaluating current national vocational and technical education.

United States Department of Labor/Manpower Administration. _Finding Jobs for Negroes: A Kit of Ideas for Management_. Manpower/Automation Research Monograph No. 9. Washington: Government Printing Office, November, 1968.

This Publication is based on a research study, "The Negro and Equal Employment Opportunities: A Review of Management Experiences in Twenty Companies," by Professor Louis A. Ferman (available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia, 22151, accession No. PB 17672, $3.00 for paper copy, 65 cents for microfiche).

The information in this monograph constitutes a kit of ideas that can help an employer solve problems that he may face in efforts to employ workers from minority groups. It covers some major obstacles to equal employment opportunity that may confront him in his plant and in his community.

Some of the obstacles mentioned were stereotyping of Negro abilities or job capabilities and of customer or co-worker reactions; reluctance of

Negroes to bid for new jobs or training; informal pressures and hostilities; recruiting regidities; selection methods.

Ways of overcoming obstacles included realistic recruiting; adjustment of hiring standards; job placement; promotion and upgrading; opportunities for training; other areas of change (housing--recreation availability).

United States Department of Labor/Manpower Administration. Negroes in Apprenticeship. Manpower/Automation Research Monograph No. 6, Washington: Government Printing Office.

The publication is based on the study "Negro Participation in Apprenticeship Programs," by Professors F. Ray Marshall and Vernon M. Briggs, Jr. (see above).

United States Office of Education. National Conference on Education of the Disadvantaged. Washington: Government Printing Office, July 1966.

The book is a report of the above-named Conference. The panel discussions include the following: Using Title I to Produce Change; The School Views the Child and Vice Versa; How Much Can Schools Really Do? Training and Reorienting of Teachers; Getting Help for Teachers; What Approaches to Curriculum and Learning?; Involving Parents and the Community; Research and Evaluation.

Special programs, major addresses and comments by the panelists are also included.

Washington, Kenneth S. "What Counselors Must Know about Black Power," The Personnel and Guidance Journal, Vol. 47, No. 3, (November, 1968), 204-205.

In this article Black Power is defined and its relevance to the work of the Counselor is discussed. The paper is an explanation (itemized) of the basic tenents of the philosophy of Black Power with indication of where it differs from "American Culture."

The article includes the "meaning of Black Power" along with a short section on the "Historical Development of Race Relations." It includes "Manifestations of Black Power," "Goals in Education," and "The Role of the Counselor As an Educational Philosopher; also, "The Counselor As a Curriculum Advisor;" "The Counselor As a College Advisor;" "The Practicing Counselor;" and "Counseling Techniques." The final section deals with the Counselor as a Community Worker and a Human.

Webster, Staten W., Educating the Disadvantaged Learner, (Part III of The Disadvantaged Learner). San Francisco: Chandler Publishing Co., 1966.

The purpose of the book is to "assist the reader in getting to know the disadvantaged groups of this country and their millions of learners.

Second, it aims to increase the reader's awareness and understanding of the problems associated with teaching the disadvantaged student. Finally, it is hoped that this book will introduce to the reader some of the exciting and fruitful approaches used by educators in attempting to educate the disadvantaged student more effectively."

This book makes use of the socio-cultural approach to increased understanding of and effectiveness with the disadvantaged learner. It is based upon the premise that one must know something about the learner, his subculture, and his sociophysical environment before one can realistically see his problems and help him to learn in an effective manner.

Contents of the book include the following: Some Guidelines to Desirable Elementary School Reorganization; The Role of Parents and Family Life; When Schools and Parents in a Disadvantaged Community Clash: A Proposal; An Anthropologist Looks at School Counseling; Educating the Socially Disadvantaged--A Challenge to Administrators; Teaching the Disadvantaged; An Urban Teacher Speaks Out; Teaching and Students: The Views of Negro and White Teachers; Teh Teacher and the Negro Child: "Invisibility" in the School; The Teacher As an Alien: Some Theoretical Considerations Regarding Teachers for Disadvantaged Schools."

The second section deals with the process of educating the disadvantaged learner: A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations; Suggested Strategy for Teaching Socially Disadvantaged Learners; Improving the Education of Culturally Deprived Children: Applying Learning Theory to Classroom Instruction; An Experimental Curriculum for Culturally Deprived Kindergarten Children; Ways to Improve Oral Communication of Culturally Different Youth; An Experiment in Oral Language; Some Approaches to Teaching English as a Second Language; Give Him a Book that Hits Him Where He Lives; An Experience Approach in a Senior High School Reading Lab; Choosing Books for the Disadvantaged: Reading Can Provide Fruitful Experiences; Compensatory Education Programs for Secondary School Students; The "Lively Art" of Language; Stimulating Retarded Readers; Mathematics and the Culturally Disadvantaged; Some Practical Ideas for Teaching Mathematics to Disadvantaged Children; Social Studies for Disadvantaged Students; The Culturally Deprived Child and Science; Disadvantaged Children and Their Parents; Practical Ideas for Building Better Relationships with Parents of the Disadvantaged Kindergarten Learner; Teacher-Parent Communication: An Approach; Home Study--Second Grade; Using the News to Stimulate Growth in Reading; The Learning Center: An Aid to Individualization of Instruction; Turning Disadvantages into Advantages; An Approach to the Socially Unmotivated; Saving the Trouble-Prone.

Webster, Staten W. (ed.). Understanding the Educational Problems of the Disadvantaged Learner, (Part II of The Disadvantaged Learner). San Francisco: Chandler Publishing Co., 1966.

This book is valuable for teacher training and for persons interested in orienting people who will be working with disadvantaged children.

It is the second volume of a three-book series; this portion deals with problems of "one out of every three children (vii) in the schools of our fourteen largest cities."

This volume of the series deals with specific educational problems encountered in teaching the disadvantaged learner. Attention is given to a variety of problems which inhibit the disadvantaged learner. Several articles deal specifically with Negro Studies.

The first article is particularly important for one dealing with instruction of the disadvantaged, "Effects of Cultural Deprivation (Ausubel, David P.)." Note particularly pages 255-258, (page 257) for the limitations of programmed learning with this group.

"The Slow-Gifted Child" is important for teachers.

The articles included also deal with specific research done in different subjects, e.g., mathematics and social studies. An interesting finding was that, in general, equally gifted children in a lower socio-economic group learn "less" (as determined through tests given by middle class teachers, at least ).

Wiener, Rose. "Credentials and Common Sense: Jobs for People Without Diplomas." Manpower Report, Number 13. Washington: Government Printing Office, December, 1968.

The author of this article presents statistics, charts, tables, which demonstrate the unemployment rates and occupation of persons by age, sex, and occupation. "The diploma myth" is discussed. "Guides for business" are suggested to utilize the available manpower and "screen in" rather than "screen out" workers who have previously been barred from industry.

Winnet, William L. Cross-Cultural Values in Office Education: In-Service Teacher Education. San Francisco: Department of Education, September, 1968.

This report presents the proceedings of an institute designed to answer the questions: By what means can youth from disadvantaged environments be prepared for gainful employment in the office occupations? What will be necessary to equip these teachers to work effectively with youth from the disadvantaged cultures?

Basic major concepts become apparent: zero reject, relevance, student orientation, individual attention, trust and respect--achieved in the eyes of the student.

The contents include purpose and objectives of the Institute, resources and activities, cooperation agencies participants and follow-up plans.

In Section II, the topics include the following: learning about the unique health problems of disadvantaged students; studying student perceptions of personal traits desirable for office workers; a social worker's suggestions for teaching methods to be used with disadvantaged youth; studying vocational business education for American Indian students; conducting a conference with a disadvantaged youth and his parents; improving communications between teacher and student; encouraging disadvantaged youth to enroll in junior college; predicting student reactions to interpersonal situations of young people; developing a resource unit on job-seeking; evaluating in-school office experience for disadvantaged youth; using community agencies to raise aspirations; converting the unique vocabulary of disadvantaged students; effective teaching of business forms; helping disadvantaged students learn to participate in office-related social functions; suggestions for additional sensitivity units.

Wright, Elizabeth. Women in the World of Work. Knoxville, Tennessee: Occupational Research and Development Coordinating Unit, May 1967.

The book gives a review of the literature on the subject, presents graphics, implications, bibliography and related readings. The conclusion of the author is that "if we are to utilize fully the potential womanpower affords the labor force, a broader definition of women's roles must be emphasized and accepted by educators, business and industry, and all society--most especially by women themselves."

Yamamoto, Kaoru. "Guidance: Education or Therapy--or What?" Educational Leadership, Vol. 24, No. 4, (January, 1967), 306-315.

The author points out that guidance is a "big and prosperous business in American Education today."

He then attempts to define "guidance." He examines the definition proffered by A.P.G.A., then those suggested by "wise men," then further attempts to explain the role through examination of the activities of those called "guidance counselors."

He observes that he believes "that counseling, as well as teaching, is a matter of person, and not that of mere knowledge or technique. In their search for maturity both the guide (counselor) and the guided share the same basic task, i.e., achievement of identity and integrity."

CENTER FOR STUDIES IN
VOCATIONAL AND
TECHNICAL EDUCATION

# DISADVANTAGED GROUPS

SELECTED
ACQUISITION
LISTING
VOL. 1, NO. 2
FEBRUARY, 1969

I

# 2. DISADVANTAGED GROUPS AND HARD CORE UNEMPLOYED AND DROP-OUTS

Paul Kedinger

Information Coordinator

for

Center for Studies in
Vocational and
Technical Education

SELECTED ACQUISITION LISTING

Vol. 1, Nos. 2 and 3

February-March, 1969

## ATTENTION

When the Center for Studies in Vocational and Technical Education instituted its new bibliographic service, it promised that future listings would be as brief and readable as possible. For this reason, I must revoke the tentative schedule supplied in the January issue.

This February issue was to be devoted to Disadvantaged Groups, Curriculum and Instruction, but studies on the disadvantaged are so numerous that Curriculum and Instruction had to be abandoned for this issue. Understandably, many of you may have expected Curriculum and Instruction references this month, but we trust that our efforts to publish a more useful and valuable reference source will meet with your approval.

Furthermore, in our endeavor to publish a quality acquisition list, the topic areas may have to remain limited to one category per month.

Your response to this monthly service has been very encouraging. The amount of requests submitted this past month has re-enforced our desire to publish a monthly listing. We thank you for this support.

Sincerely,

Paul Kedinger
Information Co-ordinator

## DISADVANTAGED GROUPS

AMERICAN-INDIAN

7918 Northwest Regional Educational Laboratory

FACTORS INFLUENCING SUCCESS OF INDIAN HIGH SCHOOL GRADUATES. Project description. Portland, Oregon, 1968.

2 p. Free from source cited.

BRITISH DISADVANTAGED

7856 Gibson, Robert L. & others

COMPARISON OF TECHNIQUES FOR SOLUTION OF SIMILAR EDUCATIONAL VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND U.S. Indiana University, I.U. Foundation, Bloomington, Indiana, 1967.

135 p. Free from source cited.

8102 *Technical Education and Industrial Training*

THE IMMIGRANTS. Series of Articles in Vol. 10, No. 7, July 1968, pp. 269-279 & 290...

Methods used by particular British schools to assimilate immigrant children into the city's society.

COST-BENEFIT ANALYSIS

8319 Technomics Inc.

THE FEASIBILITY OF COST/EFFECTIVE ANALYSIS FOR TITLE 1, PUBLIC LAW 89-10. FINAL REPORT. In *Research in Education*, Vol 3, No. 3, March 1968, p. 11.

Cost/benefit analysis applied to educational funds directed to disadvantaged youth suggests that the time unit, educational outcomes, area limit and pupil characteristics are important dimensions which must be well defined.

COUNSELING

8426 Amos, William E. & J.D. Grambs, ed.

BR

COUNSELING THE DISADVANTAGED YOUTH. Prentice Hall, Inc., Englewood Cliff, New Jersey, 1968.

438 p. $7.95 from source cited.

BR in *Monthly Labor Review*, Vol. 91, No. 9, September 1968, p. 74.

8356 Doty, Arthur M.

EFFECTIVE COUNSELING AND TRAINING APPROACHES FOSTERED BY INDUSTRY IN COOPERATION WITH A GOVERNMENT AGENCY: PLAN FOR PROGRESS. In *Labor Law Journal*, Vol. 19, No. 8, August 1968, pp. 456-562.

Description of the insights garnered from the Vocational Guidance Institutes held in U.S. cities sponsored by *Plans for Progress*.

COUNSELING (cont.)

8440 Gilliland, Burl E.
SMALL GROUP COUNSELING WITH NEGRO ADOLESCENTS IN A PUBLIC HIGH SCHOOL. Journal of Counseling Psychology, Vol. 15, No. 2, March 1968, pp. 147-152.
Investigation of the outcome of pre- and post-tests on random experimental and control groups and the effects of one year of group counseling.

8458 NL Jacobson, Robert L.
PROFESSIONALISM IN COUNSELING NEGROES ASKED. Chronicle of Higher Education, Vol. 3, No. 3, October 14, 1968, p. 8.
Discussion of the National Scholarship service and fund for Negro Students, a Non-profit counseling and financial aid service, and its plan to "professionalize" Negro high school counselors as an aid to Negro admissions.

8097 BR Amos, William & J. Grambs, eds.
COUNSELING THE DISADVANTAGED YOUTH. In Monthly Labor Review, Vol. 91, No. 9, September 1968, p. 74.
Stresses need for new approaches for counseling disadvantaged youth.

EDUCATION FOR SKILLS, VOCATIONAL PREPARATION AND COLLEGE

7952 Agricultural Education
AGRICULTURAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS. Whole Issue, Vol. 41, No. 3, September 1968, pp. 55-75.
Concerned with programs for displaced farm workers, mentally retarded, and homeless youths, and slow learners.

7873 American Vocational Journal
VOCATIONAL EDUCATION'S RESPONSIBILITY TO SERVE THE DISADVANTAGED. Series of Articles in American Vocational Journal, Vol. 42, No. 8, November 1967, p. 24-80.
Devoted to an analysis of the problems and the environment of the disadvantaged, and the responsibility vocational education must shoulder.

8183 Billings, Thomas A.
UPWARD BOUND. Washington, D.C., Office of Economic opportunity, 1968.
10 p. Free. AERA paper.
Description of a project for disadvantaged high school age children in order to prepare them for college.

8523 Bottoms, James E. & others
PRE-TECHNICAL PROGRAM FOR GEORGIA'S AREA VO-TECH SCHOOLS. Georgia State Department of Education, Atlanta, 1968.
61 p., free from source cited.
Georgia develops a program for students not having prerequisites for entering vocational and technical schools.

EDUCATION (cont.)

8354 Carruth, David C.
PROGRAMMING MULTIDISTRICT COOPERATION IN VOCATIONAL Education. In School Shop, Vol. 28, No. 2, October 1968, pp. 45-47.
Program intended to reach the educationally disadvantaged through vocational education.

8452 NL Crowl, John A.
QUALITY OF COLLEGES FOR NEGROES IS HIT. Chronicle of Higher Education, Vol. 3, No. 1, September 2, 1968, p.l.
Report by three Columbia social researchers who, subsidized by the Ford Foundation, made a study of Negro Colleges and their quality. Recommendations for improvement.

8399 FOCUS ON INNOVATION: QUARTERLY, by California State Department of Public Instruction, Sacramento, starting Vol. 1, No. 1, 1968...
Free on request from office of Compensatory Education.
Procedures for school administrators to use in requesting state and federal aid for summer school projects for disadvantaged children. Brief project reports funded include migrant workers' children, integration, basic language skills, computer based skills, self-image.

8310 Grant, Sherman
CALL TO ACTION: COMMITTEE PROGRESS REPORT WITH RECOMMENDATIONS. California Jr. College Ass'n., San Mateo, California, 1968.
38 p. Free from source cited.
Steps taken by interested California educators to reach and educate the disadvantaged of their state.

8540 Hamlin, Herbert M.
EDUCATION TO SERVE OCCUPATIONAL NEEDS. In Monthly Labor Review, Vol 91, No. 3, March 1968, pp. 49-54.
Declares the South has updated its vocational education techniques and no longer limits this kind of education to Negroes.

8535 Heilbrun, Alfred B., Jr. & B.T. Jordan
VOCATIONAL REHABILITATION OF SOCIALLY DISADVANTAGED: DEMOGRAPHIC AND INTELLECTUAL CORRELATES OF OUTCOME. In Personnel and Guidance Journal, Vol. 47, No. 3, November 1968, pp. 213-217.
Related various demographic and intelligence attributes of socially disadvantaged clients to the successful or unsuccessful outcome of a comprehensive vocational assessment program.

EDUCATION (cont.)

7459 NL Jacobson, Robert L.
VERBAL SKILL TESTS SAID TO FOSTER SEGREGATION. Chronicle of Higher Education, Vol. 2, No. 4, October 26, 1967. p. 8.

Report on a speech by S.A. Kendrid, Executive Associate of the College Entrance Examination Board, Describing the de facto segregation taking place in colleges as a result of reliance on verbal skill tests.

8460 NL Jacobson, Robert & James W. Brann
MINORITY STUDENTS' PLIGHT STIRS BUT BAFFLES MANY COLLEGES. Chronicle of Higher Education, Vol. 2, Nov. 8, 1967 p. 1.

Discussion of the inadequacies of present admission policies and what can be done to help disadvantaged students in college.

8328 AB Landrum, John William
THE EFFECTS OF THE LOS ANGELES COUNTY NEIGHBORHOOD YOUTH CORPS. PROGRAM ON THE PERFORMANCE OF ENROLLERS IN SCHOOL. In Poverty and Human Resources Abstracts, Vol. III, No. 4, July-August 1968, pp. 58-9.

8558 Mackey, Roberts
WITH REALISM AND HEART. In American Education, Vol. 4, No. 10, November 1968, pp. 23-25.

Survey of approach to educating under-educated and under-employed adults and to provide them with skills necessary to survive in urban society.

8171 Perlberg, Arye
COMPENSATORY PROGRAM ON HIGHER EDUCATION LEVEL - ISRAELI CASE STUDY. Urbana, University of Illinois, Department of Voc. & Tech. Education, 1968.

22p. plus appendices. Free. AERA paper.

7986 Southern Association of Colleges and Schools
WE SHALL NOT REST: REPORT ON OCCUPATIONAL EDUCATION IN SOUTH. Whole issue of Proceedings, a monthly publication, Vol. 19, No. 8, May 1967, 26 p.

Desire to establish from co-operation among educators, businessmen and industrialists in forming a useful vocational education program in the South.

7972 Work Training Program
WORK TRAINING PROGRAM: EXPERIMENTAL DEMONSTRATION PROJECT. Final Report. Santa Barbara, California, 1967.

50 p. Plus brochure. Free.

A work Training program in Santa Barbara, California that proved so successful that a carefully laid out recruitment program was needless after word-of-mouth brought in sufficient trainees.

EDUCATION (cont.)

8456 Yago, John
NL
NEGRO COLLEGES MUST BE KEPT, SOUTH IS TOLD. Chronicle of Higher Education, Vol. 2, No. 1, September 13, 1967 p. 1.

Report on a commission of the Southern Regional Education Board and their conclusions after a year of study of Southern Negro Institutions.

EMPLOYMENT

8437 Hill, Norman
NL
WHICH JOBS FOR THE BLACKS? New Generation, Vol. 50, No. 1, Winter 1968, pp. 7-11.

A report on the current employment status of the Negro, with suggestions for strengthened federal fair employment codes and subsidized education and training.

8351 Kidder, Alice H.
PATHS FROM POVERTY TO EMPLOYMENT: JOB SEARCH AMONG NEGROES. In Labor Law Journal, Vol. 19, No. 8, August 1968, pp. 482-488.

Study proposes that a job search must be conducted by the worker and the employer to be a successful venture.

8327 Martin, Walter T.
AB
OCCUPATIONAL DIFFERENTIAL BY COLOR: AGE-SEX SPECIFIC VARIATIONS FOR OCCUPATIONAL CATEGORIES. In PHRA, Vol. III, No. 4, P. 101.

Analyzes data showing the extent to which whites and non-whites in the U.S. differ in their occupational composition and the degree to which these differences were modified between 1950 and 1960.

8422 U.S. Civil Service Commission
STUDY OF MINORITY GROUP EMPLOYMENT IN FEDERAL GOVERNMENT, 1967. Washington, D.C., 1967.

230 p., free from source cited.

EMPLOYMENT CREDENTIALS

7851 Miller, S.M.
BREAKING THE CREDENTIALS BARRIER. Reprint. Ford Foundation, New York, N.Y., 1967. SR/26.

9 p. Free.

The need and rationale to relax educational requirements in many jobs so that the lesser educated person can obtain jobs.

EMPLOYMENT DISCRIMINATION

8471 Sovern, Michael I.
LEGAL RESTRAINTS ON RACIAL DISCRIMINATION IN EMPLOYMENT Twentieth Century Fund, New York, 1966.

270 p. Plus notes. Free from source cited.

Comprehensive guide to the laws against employment discrimination and their administration.

EMPLOYMENT SERVICE

8505 U.S. Department of Labor

OUTREACH IS CHICAGO TALK: EMPLOYMENT SERVICE GOES TO UNEMPLOYED. Washington, D.C., (1967).

8 p., free from source cited. Program Report No. 2.

Brief on the efforts of the first Congressional District in Chicago to reach out to the unemployed.

GEOGRAPHIC MOBILITY

8482 U.S. Department of Commerce. Area Redevelopment Administration.

NEGRO-WHITE DIFFERENCES IN GEOGRAPHIC MOBILITY. Washington, August, 1964.

22 p.

8361 U.S. Senate - Committee on Government Operations

RURAL TO URBAN POPULATION SHIFT: A NATIONAL PROBLEM. National Manpower Conference. Washington, D.C., 1968.

190 p., free from source cited.

INDSUTRY - STEEL - AEROSPACE

7751 Northrup, Herbert R.

THE NEGRO IN THE AEROSPACE INDUSTRY, Racial Policies of American Industry, report no. 2. Philadelphia, Pennsylvania, 1968.

90 p. $2.50.

An excellent report on problems, practices, and trends of Negro employment in the aerospace industry from 1940 to the present. Points out the subtle factors such as plant location, expectations, etc., which affect levels of Negro employment.

8516 Rowan, Richard L.

THE NEGRO IN THE STEEL INDUSTRY. Pennsylvania Wharton School of Finance and Commerce, Philadelphia, Penn., 1968.

148 p. $3.50 from source cited. Racial Policies of AM. IND. no. 3.

Purpose to determine why some industries are more hospitable than others to the employment of Negroes and why some companies within some industries have vastly different racial employment policies.

JOB ASPIRATIONS, EXPECTATIONS AND SATISFACTION

8473 Campbell, Rex R. & S.A. Mulvey

PERCEPTION OF JOB OPPORTUNITIES AMONG LOW INCOME GROUPS IN MISSOURI. University of Missouri, Columbia, 1968.

11 p., free from source cited.

Provided descriptive and analytical material concerning the perception of job opportunities among low-income groups in Missouri. Initial data was collected to be used in an analysis of the differential responses made relating to various external characteristics of interviewers.

## JOB ASPIRATIONS, ETC. (cont.)

7999 Champagne, Joseph E. & D.C. King

JOB SATISFACTION FACTORS AMONG UNDER-PRIVILEGED WORKERS. In Personnel and Guidance Journal, Vol. 45, No. 5, January 1967.

pp. 429-434.

16 factors dealing with motivation on the job were presented in a paired comparison format to 513 under-privileged adults in a federally supported job retraining project in South America. The results point out that intrinsic personal factors are more important than job context factors. Slight differences were found across sex; larger differences were found across race and economic environment.

8510 Kuvlesky, William P.

RURAL-URBAN COMPARISON OF OCCUPATIONAL STATUS ORIENTATIONS OF NEGRO BOYS. Reprint from Rural Sociology, Vol. 33, No. 2, June 1968, pp. 141-152.

Urban Negro boys are found to have higher occupational expectations and goals than their rural counterparts, although both sets have generally higher expectations.

7819 Lee, Richard

THE WORLD ACROSS THE STREET. Article drawn from radio program on Pathways Project interviews. Cambridge, Harvard University, Center for Research on Educational Differences, 1966.

24 p. Free.

"Pathways" project. Comparison of white and Negro adolescent job aspirations and self-concepts.

7738
PP Rosenthal, Robert A.

DEVELOPMENT OF NEGRO CAREER ASPIRATION. Project summary in Behavioral Sciences Newsletter, Vol. 4, No. 21, November 1967, p. 1.

8329
AB Schamalzried, Beverly Lynn

THE RELATIONSHIP OF ANXIETY TO THE EDUCATIONAL AND VOCATIONAL ASPIRATIONS OF LOWER-CLASS ADOLESCENT MALES. In Poverty and Human Resource Abstracts, Vol. III, No. 4, July-August 1968, pp. 56-57.

## JOBS

8442
NL New Generation

DIALOGUE: A NEW JOB FOR BUSINESS. Eight participants, Vol 50, No. 1, Winter 1968, pp. 22-35.

A discussion of President Johnson's $2.1 billion manpower program, focusing on the job Opportunities in Business Sector (JOBS) program.

LITERARY

7818 Patten, Thomas H., Jr.
LITERACY TRAINING AND JOB PLACEMENT OF HARD-CORE UNEMPLOYED NEGROES IN DETROIT, In Journal of Human Resources. Vol. 3, No. 1. Winter 1968, pp. 25-46.
Analysis of the effects of literacy training on employability of hard-core unemployed in Detroit; also gives good background of socio-economic factors of unemployed. Study gives a realistic picture of poverty and unemployed.

MALEMPLOYMENT

8434 NL Gans, Herbert J.
MALEMPLOYMENT: THE PROBLEM OF UNDERPAID AND DIRTY WORK. New Generation, Vol. 50, No. 1, Winter 1968, pp. 15-18.
A discussion of malemployment, a term referring to any job which does not provide sufficient wages, proper conditions, security, etc. Suggestions of possible solutions.

MEXICAN-AMERICANS

7801 Auderson, James G.
SOCIO-CULTURAL DETERMINATES OF ACHIEVEMENTS AMONG MEXICAN-AMERICAN STUDENTS. Las Cruces, New Mexico State University, ERIC, 1968.
29 p. Plus appendices. Free. Paper from National Conference on Educational Opportunities for Mexican-Americans.
Their success in school often is related to how much emphasis parents put on education.

7800 B Charles, Edgar B., ed.
MEXICAN-AMERICAN EDUCATION: A BIBLIOGRAPHY, Las Cruces, New Mexico State University, ERIC, 1968.
22p. Free. From National Conference on Educational Opportunities for Mexican-Americans.

8430 Gogel, Walter
JOB GAINS OF MEXICAN-AMERICAN MEN. In Monthly Labor Review, Vol. 91, No. 10, October 1968, pp. 22-27.
While the general population was shifting from agriculture to non-agriculture employment Mexican-Americans were not able to make comparative occupational gains.

7774 Smith, Marguerite
ENGLISH AS A SECOND LANGUAGE FOR MEXICAN-AMERICANS. Las Cruces, New Mexico State University, ERIC, 1968.
19 p. Plus appendix. Free. Educational Opportunities for Mexican-Americans.
The development of an English class for Mexican-Americans.

## MEXICAN-AMERICANS (cont.)

7802 Ulibarri, Horacio

EDUCATIONAL NEEDS OF THE MEXICAN-AMERICAN. Las Cruces, New Mexico State University, ERIC, 1968.

17 p. Plus appendix. Free. Paper from National Conference on Educational Opportunities for Mexican-Americans.

7803 Wilson, Herbert B.

EVALUATION OF INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS. Las Cruces, New Mexico State University, ERIC, 1968.

23 p. Free. Paper from National Conference on Educational Opportunities for Mexican-Americans.

Problems arising in evaluating the influence of educational programs on Mexican-Americans.

## NEGRO BUSINESS

7728 Training and Development Journal

FORD FOUNDATION GRANTS FOR NEGORES IN BUSINESS. In Vol. 21, No. 6, 1967, pp. 48-49.

Grants dealing with MBA programs for Negroes, small business counseling, and acceptance of Negroes in industry.

## NEGRO INCOME

7783 Killingsworth, Charles C.

JOBS AND INCOME FOR NEGROES. Policy Paper No. 6, Published by Wayne State University, Detroit, Michigan, and University of Michigan, Ann Arbor, Michigan, 1968.

92 p. $2.00.

Excellent analysis of past and present socio-economic factors affecting Negro employment. An important indicator of potential unrest among Negroes in the unemployment rate of the Negro teenagers which is now at the same level as the overall level of unemployment in the thirties.

## NEGRO URBAN LIFE

8241 Newman, Dorothy K.

THE NEGRO'S JOURNEY TO THE CITY. I. HOUSING, OCCUPATIONS, AND EDUCATION, AND II. A COMPARISON WITH EARLIER IMMIGRANTS. U.S. Department of Labor. Reprinted from the Monthly Labor Review, May and June 1965.

## NEGRO WOMEN

8509 U.S. Department of Labor, Women's Bureau

NEGRO WOMEN...IN THE POPULATION AND LABOR FORCE. Washington, D.C.

41 p., 1967, free from source cited.

Gives data on the educational attainment, unemployment rates, wages, population, marital status, occupational groups and family types of the Negro Female worker.

NEW CAREERS

8521 Erwin, Kate

LOW-INCOME WINSTON-SALEM CITIZENS EARN AS THEY PREPARE FOR NEW CAREERS. In American Education, Vol. 4, No. 5, May 1968, pp. 20-22.

A program aimed at giving low-income people specific skills and instilling in them a desire for upward mobility in jobs.

8495 Riessman, Frank & H.I. Popper

UP FROM POVERTY: NEW CAREER LADDERS FOR NON-PROFESSIONALS. Harper and Row, New York, 1968.

332 p., $7.95 from source cited.

7928 Schatz, Eunice & others

NEW CAREERS: GENERIC ISSUES IN THE HUMAN SERVICES. Sourcebook for trainers. University Research Corp., Washington, D.C., no date.

68 p. Free from source cited.

Suggestions to aid the development of job training programs; emphasizes general, broad-based training and the need for realizing the socio-economic background of the world of work.

PERSONALITY STUDIES OF THE DISADVANTAGED GROUP

8363 Delaware Occupational R.C.U.

UNDERSTANDING CULTURAL VALUES AND SPECIAL NEEDS OF DISADVANTAGED PERSONS: Excerpts from ERIC reports in series No. 1-6, Dover, various paging, folder, free from source cited.

8180 Harootunian, Berj.

SELF-OTHER RELATIONSHIPS OF SEGREGATED AND DESEGREGATED NINTH GRADERS. Syracuse, New York, Syracuse University, 1968.

10 p. Plus appendices. Free from source cited.

AERA Paper.

7974 Henderson, George

ROLE MODELS FOR LOWER CLASS NEGRO BOYS. In Personnel and Guidance Journal, Vol. 46, No. 1, September 1967, p. 6-10.

The practice of providing only Negro adult models to Negro children is challenged as impeding the movement of lower class Negroes into the mainstream of American life.

7828 AB Kuvlesky, William P. & W.K. Upham

SOCIAL AMBITIONS OF TEEN-AGE BOYS...IN AN ECONOMICALLY DEPRESSED AREA OF SOUTH: RACIAL COMPARISON. College Station, Texas A & M University, 1967.

30 p. Plus appendices.

AB in Occupational Status...of Negro Youth, Kuvlesky and Lever, 1967, p. 31.

PERSONALITY STUDIES OF THE DISADVANTAGED GROUP (cont.)

8055 Manber, Malcolm M.
DISADVANTAGED YOUTH SEEN RULED BY FEAR. Newark Evening News. Adapted from an article by M.M. Manber, Newark, New Jersey, 1967.
Characteristics of the disadvantaged youth in urban areas, and suggested methods and aids for aiding them in the educational process.

8172 Okada, Tetsuo & D.S. Stoller
DYNAMICS OF ACHIEVEMENT: DIFFERENTIAL GROWTH OF ACHIEVEMENT FOR NEGRO AND WHITE STUDENTS BY SMSA/NON SMSA AND REGION. Washington, D.C., U.S. Office of Education, 1968.
39 p. Free from source cited. AERA paper. U.S.O.E. Technical note 54.

8329 AB Schmalzried, Beverly L.
THE RELATIONSHIP OF ANXIETY TO THE EDUCATIONAL AND VOCATIONAL ASPIRATIONS OF LOWER-CLASS ADOLESCENT MALES. In Poverty and Human Resource Abstracts, Vol. III, No. 4, July-August 1968, pp. 56-57.

8178 Yeatts, Pearline
DEVELOPMENTAL CHANGES IN SELF-CONCEPT OF NEGRO AND WHITE CHILDREN GRADES 3-12. Athens, University of Georgia, 1968.
16 p. Free from source cited. AERA paper.

8177 Yee, Albert H.
INTERPERSONAL ATTITUDES OF TEACHERS AND ADVANTAGED AND DISADVANTAGED PUPILS. Madison, University of Wisconsin, 1968.
18 p. mimeo plus appendices. Free from source cited. AERA paper.
Discusses effects of teachers' attitudes on different types of students.

POOR AS PROFESSIONALS

7961 Hiland, John E., Jr.
EMPLOYMENT OF POOR AS PRE-PROFESSIONALS. Supplement No. 5 to basic document, Challenge to Validity, 1967. American Public Welfare Association, Chicago, Illinois, 1968.
17 p. Free from source cited.
The use of persons who are intimately aware of the problems of welfare and able to communicate with welfare personnel can be an efficient innovation by welfare administrators.

8124 AB Ruttenberg, Stanley H.
MEETING PROFESSIONAL MANPOWER NEEDS. In Employment Service Review, Vol. 3, No. 7, July 1966, pp. 1-5.

POOR AS PROFESSIONALS (cont.)

AB in Poverty and Human Resources Abstracts, Vol. 1, No. 6, November-December 1966, p. 92.

Analyzes the reasons for not using Negro labor source in the professional fields.

PUERTO RICANS

7741 Behavioral Sciences Newsletter

PROJECT - INTENSIVE ENGLISH INSTRUCTION FOR PUERTO RICANS. In Vol. 4, No. 20, October 20, 1967, p. 1.

RESEARCH ON DROP-OUTS

7806 Nam, Charles B. & others

SCHOOL RETENTION BY RACE, RELIGION AND SOCIO-ECONOMIC STATUS. In Journal of Human Resources, Vol. 3, No. 2, Spring 1968, pp. 171-190.

Low socio-economic level, religious identification, and residence in the South were factors most highly correlated with "dropping out" of high school.

RESEARCH SYNTHESIS

7957 Delaware State Board for Voc-Tech Education - RCU

RESOURCE PAPERS ON THE DISADVANTAGED. I Volume. Dover, Delaware, 1967.

Various paging. Free from source cited.

A guide designed to aid local school officials gain insight into the current general ideas on the disadvantaged, to provide references for deeper understanding, and to validate their ideas when applying for aid to support their programs.

7743 Law, Gordon F.

YOUTH WITH SPECIAL NEEDS. Research Visibility section of American Vocational Journal, Vol 41, No. 8, November 1967, pp. 65-80.

Synthesis of important research projects (as of 1967) related to disadvantaged youths.

SELF-HELP PROGRAM

8093 Garofalo, Robert L., ed.

RESIDENTIAL YOUTH CENTER: SELF-HELP PROGRAM. Brochure, Residential Youth Center, New Haven, Connecticut, 1967.

9 p., free from source cited.

Descriptive phamplet of program aiding urban youth; unique feature is its reliance on non-professional staff, who are intimately familiar with problems the youths face.

TEACHER TRAINING

7736 PP Behavioral Sciences Newsletter

TRAINING PROGRAM FOR DISADVANTAGED HIGH SCHOOL STUDENTS. In Vol. 4, No. 24, December 1967, pp. 7-8.

Training of 150 disadvantaged high school youths as teacher aids in Head Start Programs.

UNEMPLOYMENT

8546 American Vocational Journal

HARDCORE UNEMPLOYED PROBLEMS AND ATTITUDES. In Vol. 43, No. 8, November 1968, pp. 30-32.

Interview with the Counseling Supervisor of the U.S. Employment Service. Presents a bleak and often frustrating picture of the real results of vocational training for some, particularly, Negroes.

8346 Bergmann, Barbara R. & D.E. Kann

STRUCTURAL UNEMPLOYMENT IN THE U.S. U.S. Department of Commerce, Washington, D.C., 1967.

122 p. 65¢ from source cited.

Defines structural unemployment and attempts to measure both its absolute size and recent changes in the number of persons involved by age, sex, and racial groups and by region.

7827 AB Croft, Elizabeth B.

A STUDY OF UNEMPLOYED IN ROCHESTER AND MONROE COUNTY, NEW YORK. Rochester, New York, Rochester Bureau of Municipal Research, Inc., 1967.

106 p. Plus appendices. Free from source cited.

AB in Poverty and Human Resources Abstracts, Vol. 2, No. 6, November-December 1967, pp. 94-95.

Study of unemployment, characteristics of unemployed and trends in labor market.

8466 Jones, Jean J., Jr.

HARD-CORE UNEMPLOYABLES: GOOD INVESTMENT? In Personnel Administration, Vol. 31, No. 6, November-December 1968, pp. 30-35.

By surveying several California firms, the article concludes that business is realizing a 'return' on its investment of training hard-core unemployed.

8051 Perrella, Vera C. & J.E. O'Boyle

WORK PLANS OF MEN NOT IN LABOR FORCE. Part 1 in Monthly Labor Review, Vol. 91, No. 8, August 1968, Part 2 in Vol. 91, No. 9, September 1968.

Characteristics of men not in the labor force.

7924 Peterson, Getrude D.

EVALUATION OF CONCEPT OF TRAINEE CAMPS FOR UNEMPLOYED YOUTH. Clearinghouse for Federal Scientific and Technical Information document. U.S. Department of Labor, Washington D.C. No date.

68 p. Free from source cited.

Suggestions to aid the development of job training programs; emphasizes general, broad-based training and the need for realizing the socio-economic background of the world of work.

UNEMPLOYMENT (cont.)

8477 Schusky, Jane

EMPLOYMENT AND UNEMPLOYMENT IN EAST ST. LOUIS, ILLINOIS. Edwardsville, Public Adm. and Metropolitan Affairs program, So. Illinois.

131 p. Research and Information Monograph.

The East St. Louis, Illinois area is undergoing many of the urban transitions besetting all large cities and perhaps at an even faster rate. Therefore, this area was closely analyzed as a potential case study for future reference.

VEA '63

7935 U.S. Senate - Committee on Labor and Public Welfare

ADMINISTRATION OF PROGRAMS--UNDER VOCATIONAL EDUCATION ACT OF 1963, Public Law 88-210, as amended: Notes and Working papers.

430 p. Washington D.C., 1968, free from source cited.

Brief review of social and economic environment that has pushed for greater emphasis on vocational education; then a more detailed account of existing vocational programs, trends in vocational education, and recommendations of the Advisory Council on Voc Ed for improvements and modifications in programs and policies.

CENTER FOR STUDIES IN
VOCATIONAL AND
TECHNICAL EDUCATION

# HARD-CORE UNEMPLOYED AND DROP-OUTS

SELECTED
ACQUISITION
LISTING
VOL. 1, NO. 3
MARCH, 1969

# INTRODUCTION

Recent references on the hard-core unemployed and the drop-out comprise this, short, March, acquisition listing from the Reference Unit of the Center for Studies in Vocational and Technical Education.

I have purposely kept this listing brief, for within the next two weeks the Center will be sending you an annotated bibliography on the hard-core unemployed, compiled by Colin Comeron of the Institute for Research on Poverty and Anila Bhatt, a resource specialist with this Center.

The bibliography will contain 31 annotated references, 46 citations of others references and 42 citations of documents of related interest. Because this bibliography was not compiled under the full auspices of this Center, in many cases we will not be able to provide photocopies or publication source addresses.

I hope this bibliography will be of value, and your comments on it are welcomed.

Yours,

Paul Kedinger
Information Coordinator

## HARD-CORE UNEMPLOYED

### BRITISH UNEMPLOYMENT

7948 NL
Burrous, Paul

MANPOWER POLICY AND THE STRUCTURE OF UNEMPLOYMENT IN BRITAIN. In Scottish Journal of Political Economy, Vol. 15, February 1968, pp. 68-83.

Analysis of the structure of unemployment in Great Britain and suggestions of remedies.

### COUNSELING

8546
American Vocational Journal

HARD-CORE UNEMPLOYED PROBLEMS AND ATTITUDES. In Vol. 43, No. 8, November 1968, pp. 30-32.

Interview with the Counseling Supervisor of the U.S. Employment Service. Presents a bleak and often frustrating picture of the real results of vocational training for some, particularly Negroes.

6763
Williams, Gertrude

COUNSELING FOR SPECIAL GROUPS. Paris, Organization for Economic Cooperation and Development, 1967.

118 p. $2.50. Employment for Special Groups, 3.

Discussion of reasons for long-term unemployment, improved methods of counseling and follow-up studies.

### DOUBLE E PROGRAM

8324 AB
Raven-Hansen, Peter

THE DISAPPEARING UNEMPLOYABLES. In Poverty and Human Resources Abstracts, Vol. III, No. 4, July-August 1968, pp. 112.

Participants in the Double E Program (Employment and Education) can make money and learn the responsibilities of job-holding while earning school credits.

### EDUCATION

6623
Meyers, Samuel M.

THE UNEMPLOYED AND THE UNDEREMPLOYED: A STUDY OF APPLICANTS FOR LABORER JOBS. Washington, D.C., Bureau of Social Science Research, 1966.

46 p. Free from source cited.

The study of hard-core unemployed. The data provided reveals that those with education and skill have better work records than those without. The conclusion suggested that training programs available in the community are not known to hard-core unemployed persons and some efforts may be made in this direction.

EDUCATION (cont.)

6029 Pallone, Nathaniel J.

NO LONGER SUPERFLUOUS: THE EDUCATIONAL REHABILITATION OF THE HARD-CORE UNEMPLOYED: Final Report to the Office of Manpower, Automation and Training. South Bend, Indiana, South Bend Community School Corp., 1965.

60 p.

HIRING BARRIERS

8403 Odell, Charles E.

CREATIVE AND TIMELY INNOVATION: TRAINING IN MANPOWER SERVICES. In *Employment Service Review*, Vol. 5, No. 9, September 1968, pp. 8-11 & 15.

Program directed by the Federal-State Service system, services the elimination of artificial barriers to hiring and training the hard-core unemployed.

LITERACY TRAINING

7818 Patten, Thomas H. and G.E. Clark

LITERACY TRAINING AND JOB PLACEMENT OF HARD-CORE UNEMPLOYED NEGROES IN DETROIT. In *Journal of Human Resources*, Vol. 3, No. 1, Winter 1968, pp. 25-46.

Analysis of the effects of literacy training on employability of hard-core unemployed in Detroit; also gives good background of socio-economic factors on unemployed. Study gives a realistic picture of poverty and unemployed.

PRIVATE TRAINING EFFORTS

8379 Board for Fundamental Education

TO HELP TRAIN THEIR "HARD-CORE" NEW EMPLOYEES. Indianapolis, Indiana, 196?.

8 p. Free from source cited.

Brochure describing the efforts of the B.F.E. to train the hard-core unemployed.

8350 *Business Week*

HOW TO TURN DROP-OUTS INTO STEADY WORKERS. In *BW*, August 31, 1968, pp. 64-68.

Description of International Harvester's training program for hard-core unemployed.

7868 Chamber of Commerce of the U.S.

GUIDELINES FOR PROGRAMS TO HIRE AND TRAIN OUT-OF-SCHOOL YOUTH AND HARD-CORE UNEMPLOYED. Washington, D.C., 1968(?).

4 p. Plus appendices. Free from source cited.

Guidelines to private enterprises, civic groups, labor etc...at the local level for developing job opportunities of youth and the hard-core unemployed.

7464 Dill, Monroe V.

ROCHESTER SHOWS THE WAY IN TRAINING "UNEMPLOYABLES".

PRIVATE TRAINING EFFORTS (cont.)

In Employment Service Review, Vol. 5, No. 5 & 6, May-June 1968, pp. 16-21.

Description of training programs and needs for the hard-core unemployed.

7501 Education Recaps

TRAINING PROGRAMS FOR HARD-CORE UNEMPLOYED. In Vol. 6, No. 8, May 1967, p. 7.

7503 PP Employment Service Review

INDUSTRY, LABOR, GOVERNMENT: ASSUALT ON HARD-CORE JOBLESS PROBLEMS. In Vol. 5, No. 5 & 6, May-June 1968. pp. 2-9.

Various leaders in government, business and industry speak out against unemployment. Some suggestions for future programs.

8521 Erwin, Kate

LOW-INCOME WINSTON-SALEM CITIZENS EARN AS THEY PREPARE FOR NEW CAREERS. In American Education, Vol. 4, No. 5, May 1968, pp. 20-22.

A program aimed at giving low-income people specific skills and instilling in them a desire for upward mobility in jobs.

8348 Hodgson, James D. and M.H. Brenner

SUCCESSFUL EXPERIENCE: TRAINING HARD-CORE UNEMPLOYED. In Harvard Business Review, Vol. 46, No. 5, September-October 1968, pp. 148-156.

8466 Jones, Jean J., Jr.

HARD-CORE UNEMPLOYABLES: GOOD INVESTMENT? In Personnel Administration, Vol. 31, No. 6, November-December 1968, p. 30-35.

By surveying several California firms, the article concludes that business is realizing a "return" on its investment of training the hard-core unemployed.

8325 AB Mercer, William A.

MEANINGFUL JOB DEVELOPMENT AND TRAINING OF THE HARD-CORE BY BUSINESS AND INDUSTRY. In Poverty and Human Resources Abstracts, Vol. III, No. 4, July-August 1968, p. 664.

A meaningful program requires 2 things: 1) that companies set up short-term prevocational, prehiring programs to enable the hard-core unemployed to pass entrance requirements and 2) community people must be utilized in ghetto recruitment.

8400 National Association of Manufacturers

EFFECTIVELY EMPLOYING THE HARD-CORE. New York, New York, 1968.

## PRIVATE TRAINING EFFORTS (cont.)

36 p. $1.00 from source cited.

Pointing out realistic programs and procedures for companies wishing to hire "hard-core" unemployed. Emphasizes the importance of management understanding the cultural background of these men.

8278 National Citizens Committee for Community Relations

PUTTING THE HARD-CORE UNEMPLOYED INTO JOBS: Part I - conference summary, Part II - case studies, Washington, D.C., 1968.

38 p., 104 p., 1-35, 2-65.

Report of a national conference on problems and programs aimed at employing the hard-core unemployed.

8574 Pearse, Benjamin H.

BUSINESS INDUSTRY AND EDUCATION, INC. In American Education, Vol 4, No. 10, November, 1968, pp. 13-15.

Discusses the various projects undertaken by large, business machine corporations aimed at helping the hard-core unemployed youngsters in ghetto schools.

8240 Research Institute of America

WHAT CAN YOU DO ABOUT THE HARD-CORE UNEMPLOYED? STAFF RECOMMENDATIONS. New York, 1968.

82 p. Free from source cited.

Report intended to help the small businessman decide about providing jobs for the hard-core unemployed with government assistance.

## RETRAINING COSTS

7230 Borus, Michael E.

THE COST OF RETRAINING THE HARD-CORE UNEMPLOYED. Reprinted from Labor Law Journal, September, 1965. Michigan, Michigan State University, School of Labor and Industrial Relations, 1965-66.

pp. 574-583. Reprint Series No. 76.

# DROP-OUTS

## COUNSELING TECHNIQUES

8527 Winger, Leland J.

APPLICATION OF SPECIAL COUNSELING TECHNIQUE TO MALADJUSTED UNDER-ACHIEVERS - PILOT PROJECT. Salt Lake City School District, Utah, 1968.

98 p. final report, free from source cited.

The Otto Self-Concept Improvement Counseling Technique (OSCICT) developed by Dr. Herbert Otto, seeks to achieve more complete realization of an individuals total potentialities by emphasizing personality strengths.

## EVALUATIVE GUIDELINES

7947 Cheyney, Arnold B.
NL

TEN CRITERIA FOR EVALUATING PROGRAMMING FOR DROP-OUTS. In Peabody Journal of Education, Vol. 42, January 1965, pp. 216-218.

Discusses the need for evaluating drop-out programs aside from the context of the high school, and the method of evaluation of them.

## FOLLOW-UP STUDIES, SURVEYS

8613 Egermeier, John C. & others

JOB SUCCESSES OF FORMER SCHOOL DROP-OUTS. In Vocational Guidance Quarterly, Vol. 17, No. 2, December 1968, pp. 91-96.

This report is the first year follow-up period report for high school drop-outs. Evaluates the occupational success of those involved in the program.

8175 Egermeier, John C. & others

REHABILITATION OF SCHOOL DROP-OUTS: RESULTS OF FOLLOW-UP STUDY. Stillwarer, Oklahoma State University, 1968.

8 p. Plus appendix. Free from source cited. AERA paper.

Comparison of academic and vocational programs and the productivity of the students over two years.

8376 Idaho Department of Education

STUDY OF SCHOOL DROP-OUTS IN PUBLIC SCHOOLS OF IDAHO FOR SCHOOL YEAR 1966-67. Boise, Idaho, 1968.

16 p. Plus sample card. Free from source cited. SDE Research 6-68.

8282 Milwaukee Institute of Technology - Placement Center

SURVEYS OF M.I.T. ATTENDANCE, DROP-OUT PATTERNS, EMPLOYERS REQUESTS, PLACEMENT. Wisconsin State Board of Vocational, Technical and Adult Education, Madison, Wisconsin, 1968.

Folder, free from source cited.

### HIGH SCHOOL

8660 Campbell, Robert A.
EXPERIMENTAL PROGRAM TO PREPARE VOCATIONAL-TECHNICAL TEACHERS FOR LABORATORY CLASSES...FOR DROP-OUT-PRONE YOUTH. Illinois University, Urbana, 1968.
151 p. final report. Free from source cited.
Explored the dimensions of the drop-out-prone youth in the industrial laboratory situation and the preparation of teachers for such workshop curricula.

8500 Colby, Robert, ed.
QUINCY'S "CAN DO" PROGRAM HELPS KEEP DROP-OUTS IN. Clipped from *Public Aid in Illinois*, Vol. 35, No. 11, November 1968, pp. 2-10.
Surveys a program to reach high school drop-outs by providing them with a flexible curriculum.

8263 *NEA Research Bulletin*
THE SCHOOL DROP-OUT - WHAT'S BEING DONE FOR HIM? In Vol. 45, No. 2, May 1967, pp. 35-36.
Summary of efforts to help the high school drop-out.

8528 Roomkin, Myron
HIGH SCHOOL DROP-OUTS AND VOCATIONAL EDUCATION IN WISCONSIN. (M.S. Thesis), University of Wisconsin, Madison, 1968.
114 p.
This study examines the nature of the relationship between the high school drop-out and existing vocational structure in the state of Wisconsin.

### JOB CORPS

8227 Woolman, Myron
NL TRAINING FOR ADULTHOOD IN A JOB CORPS CENTER. *Phi Delta Kappan*, Vol. 48, No. 9, May 1967. pp. 433-436.
Discussion of the use of job corps programs as way-stops for drop-outs who want to enlist in the Army.

### JUNIOR COLLEGE

8004 Taylor, Ronald G.
PP COMPARISON OF SUCCESSFUL AND UNSUCCESSFUL JUNIOR COLLEGE STUDENTS. In *American Vocational Journal*, Vol. 41, No. 3, March 1966, p. 45.

### SOCIETAL AND PERSONAL FACTORS

7806 Nam, Charles B. & others
SCHOOL RETENTION BY RACE, RELIGION AND SOCIO-ECONOMIC STATUS. In *Journal of Human Resources*, Vol. 3, No.2, Spring 1968, pp. 171-190.
Low socio-economic level, religious identification, and residence in the South were factors most highly correlated with "dropping-out" of high school.

SOCIETAL AND PERSONAL FACTORS (cont.)

8659 National Education Association

THE SCHOOL DROP-OUT. Schreiber, Daniel, (ed.), Washington, D.C., 1964.

214 p. $3.00 from source cited.

Studies the societal factors of the drop-out-prone student and the implications they have on the subsequent construction of the school programs. Very good treatment.

WORK EXPERIENCE

8064 Peterson, Neil D.

PILOT PROJECT IN VOCATIONAL GUIDANCE, PLACEMENT AND WORK EXPERIENCE FOR YOUTH... Livonia Public Schools, Livonia, Michigan, 1967.

60 p. Free from source cited.

A program to aid potential high school drop-outs given work experience, a realistic knowledge of work and to develop good working habits. Participation in the programs was worth one credit.

YOUTH UNEMPLOYMENT PROBLEMS

8232 National Committee for Children and Youth

GUIDELINES FOR CONSIDERATION OF THE DROP-OUT AND UNEMPLOYMENT PROBLEMS OF YOUTH.

36 p.

INSTITUTE FOR
RESEARCH ON
POVERTY
and
CENTER FOR STUDIES IN
VOCATIONAL AND
TECHNICAL EDUCATION

# HARD-CORE UNEMPLOYMENT:
a selected, annotated
bibliography

COMPILED BY
COLIN CAMERON
and
ANILA BHATT

I

# 3. HARD-CORE UNEMPLOYMENT:
## a selected, annotated bibliography

Compiled by

**COLIN CAMERON**
and
**ANILA BHATT**

for

**Institute for Research on Poverty**
**and**
**Center for Studies in**
**Vocational and Technical Education**

## INTRODUCTION

This selected bibliography does not purport to be an exhaustive one; rather, it aims to be reflective of the many paramenters relevant to the problem of hard-core unemployment and its solutions. The bibliography is catergorized into the following areas: Tha Sociology of the Hard-Core Milieu, Training Programs, and Business and the Hard-Core.

Colin Cameran
Anila Bhatt

## I. THE SOCIOLOGY OF THE HARD-CORE MILIEU

Callender, Eugene S., "Business and the Hard-Core Unemployed: the Ghetto Subculture," Personnel, July-August, 1968, pp. 8-14.

Callender describes the dichotomy between the "two Americas". The Negro is depicted as the archetype of the perennially inferior group. He is the victim of perpetual discrimination due to his poverty and his lack of business acumen and buying power, which results in a continuing syndrome. He is neither responsible for this syndrome, nor can he transcend it.

One educational endeavor in New York City known as the Street Academy is to find drop-outs, "and sell them on the idea that they could go to college". The people involved in the program were hired street-workers, white college and seminary students who lived with the drop-outs, "followed them on the streets, and kept after them with the idea that college was really an obtainable goal."

Feld, Barbara, "The Subemployment Index-- A New Measure," The Conference Board Record, July, 1968, pp. 26-29.

Barbara Feld reports on the study emerging from President Johnson's investigation in 1966 which was to ascertain who the jobless were and where they lived. Unlike previous research surveys which focused on the density problems of entire cities, this study was conducted in several areas of cities which were spotted with unemployment pockets. The cities included were Boston, New York, St. Louis, Phoenix, Philadelphia, San Antonio, and San Francisco.

The survey arrived at the following 'subemployment' index: "1) persons unemployed according to the conventional definition of the term, but also 2) those working part-time but wanting full-time work; 3) heads of households and other members under 65 working full-time but earning poverty wages 4) half the men 20 to 64 years of age and out of the labor force; and, 5) an estimate of the men presumed living in an area and belonging to one of the four other groups, but who could not be found."

"To form the 'subemployment' rate, then, an expanded concept of the labor force was developed which included not only the employed and unemployed, or the traditional labor force, but also included the potential workers--those in categories four and five of the index."

This index, being the first of its kind, cannot properly measure subemployment until further studies are conducted.

Fogel, Walter, "The Effects of Low Educational Attainment and Discrimination on the Occupational Status of Minorities." From The Education and Training of Racial Minorities: Proceedings of a Conference. Madison, The University of Wisconsin, Center for Studies in Vocational and Technical Education, 1968, pp. 121-144.

In this paper, Walter Fogel reports the results of his research on the relation between two factors that create job problems for the deprived ethnic minorities in the United States. The two general causes for these problems, he states, are: the quantity of formal schooling and the influence of non-schooling.

Fogel writes: "Use of schooling requirements in job selection has a much greater impact on non-whites, Mexican-Americans, and Puerto Ricans than on the majority of the population..." The author believes that the unschooled person should be treated as a potential equal contender for all jobs.

MacNamee, Holly, "Learning the Hard Facts of Hardcore Unemployment," The Conference Board Record, August, 1968, pp. 2-8.

This document describes the factual problems which culminate in hardcore unemployment for the inner city child by the age of 18 or 21. The author discusses the growth of the unemployment syndrome and the background of the life-styles of these people. The Federal Government has been responsible for financing at an average cost of $2700 the training of the employees from the hardcore ranks. The members of the local National Alliance of Businessmen act as liaisons between the Department of Labor and the hardcore unemployables.

Patten, Thomas H., Jr., and Gerald E. Clark, Jr., "Literacy Training and Job Placement of Hard-Core Unemployed Negroes in Detroit," The Journal of Human Resources, Winter, 1968, pp. 25-46.

"In 1965 a study was conducted to test the relative effectiveness of the use of the initial teaching alphabet and traditional orthographic approaches to reading among 53 hard-core functionally illiterate, unemployed persons (largely Negroes) in Detroit. Differences in the appropriateness of the two mediums were found. In the spring of 1966 a follow-up study was conducted to determine the job placement and general social adjustment of the participants. Only six of them had obtained jobs, and many of the remainder were continuing in literacy training programs... The achievement of literacy and job placement remain distant goals for the hard-core unemployed. More empirical research regarding specific programs and the sociocultural barriers to adult learning among urban poor minority group members remains to be done despite the growing number of sophisticated studies of human resources in recent years." (From the abstract.)

Singell, Larry D., "Barriers to Earning Income," Quarterly Review of Economics and Business, Summer, 1968, pp. 35-44.

Singell's precis of the problem of employment for the poor serves as a stimulating introduction to the sociology of poverty which ultimately leads to the hard-core unemployment syndrome. The socioeconomic characteristics, with appropriate statistics, are cited, with a delineation of the relation of the post-Keynesian work in economic macro theory to the poverty problem.

"Slum Survey," Employment Service Review, May 3, 1967, pp. 28-30, 48.

Based on the 1966 survey arising from President Johnson's Employment study, this series of statistical summaries include topics relating to the urban slum employment picture and the subemployment index as it relates to various urban areas. It discusses traditional unemployment and the actual new figure for slum areas being 10% rather than 3.7%, the national level.

The personal characteristics of the subemployed in slums and their reasons for being subemployed are delineated. Some of these reasons have been "inadequacies of inferior education and training," "health problems or deficiencies...wage garnishment records...and a lack of motivation."

The conclusion is that unemployment or subemployment in the city slums is far worse when compared with the whole country; it is concentrated more in the slum areas because of personal individual characteristics rather than economic conditions; and, that though the percentage of unemployment is very large, the absolute numbers are not overwhelming.

Taylor, Harold C., "Pitfalls on the Road to Helping Hardcore Unemployed," Employment Service Review, May, 1967, pp. 31-2.

Efforts by the Human Resources Development Centers, established by the U.S. Employment Service, have spotlighted the importance of contacting the disadvantaged in their immediate neighborhoods and homes.

The problems of aptitude testing of the poor are depicted here, as are the damaging efforts of self-consciously motivated aid to Negroes as special treatment cases. The deleterious effects of providing an official HRD Center when the need is not really solicited by the neighborhood is described. Concomitantly, the salutory result of waiting for the need to arise simultaneously from within is shown.

U.S. Dept. of Labor, Manpower Administration, "Area Trends in Employment and Unemployment, January, 1969." Washington, D.C., Government Printing Office, 1969.

This document is for the most part a factsheet with appropriate statistics on the employment picture throughout the nation, including areas of persistent unemployment. A special section of interest to the hardcore question is a list of 'Firms Certified for Preference Under Revised Defense Manpower Policy No. 5:' "To be eligible a firm must be located in or near a section of concentrated unemployment or underemployment and must agree to employ disadvantaged workers from the classified section." These firms include those with such diversified products as textiles, foods, apparel, lumber and wood, paper, rubber, electrical machinery, and furniture and fixtures.

## II. TRAINING PROGRAMS

Burt, Samuel M., "Industry Advisory Committees," Employment Service Review, November-December, 1967. pp. 35-40.

The local industry advisory committee is the viable center around which businessmen in American cities can become involved with, and contribute to the alleviation of unemployment amongst the hard-core. These committees plan educational and training projects and programs in connection with the war on poverty.

Some 20,000 industrial education advisory committees have been set up by vocational and training schools throughout the country.

Six programs are cited in the article as examples of anti-poverty measures using the local, industrial advisory committees. These programs are the RYT (Restoration of Youth through Training), Apprenticeship Information Centers Advisory Committees, Job Corps Centers, OIC, Community Action Agency and Concentrated Employment Program, and Manpower Development and Training Act Committees. Job development and training of the hard-core unemployed and underemployed are the main concern of the above committees.

Cassett, June, "An Experiment in Outreach," Employment Service Review, October-November, 1968, pp. 22-25, 29.

GAP, otherwise known as Greenmount Applicant Placement Center in Baltimore, is the Maryland State employment service. Their aim has been 'to establish an office tailor-made to meet the employment needs of a ghetto area.' The Center is located in a slum area which serves a district of approximately 70 square blocks.

Techniques in sustaining 'outreach' were developed with the result that the Center worked in cooperation with many agencies from the community such as VISTA, the Community Action agency, workers from the Bureau of Recreation, and the Neighborhood Youth Corps, amongst others.

GAP, an experiment that is over two years old now, emphasizes that personal visits with clients brings better results, the human element being emphasized throughout the total policy of the program. "The physically handicapped, the mainstream applicant, the older worker, the veteran -- all have been serviced at GAP along with the economically disadvantaged'.

Community and Regional Resource Development Group and Human Resources Development Group, Chamber of Commerce of the United States, "Guidelines for Programs to Train and to Hire Out-of-School Youth and the Hard-Core Unemployed." Washington, D.C., 1968, 6 pp.

Leaflet sketches the built-in employment woes which drop-outs encounter when job-hunting. Warnings pertaining to later problems of job-adjustment are sounded, however, even for warmly-disposed employers. Also discussed are techniques used successfully by the National Chamber to utilize the best community resources, including pre-vocational education and "job skill training programs for the hard-core unemployed."

Garnett, Charles B., "Beanpickers from Rio Grande Valley now make Jets in Dallas," Employment Service Review, December, 1968, pp. 22-25.

This is an account of the effects of a training program for more than 600 Mexican-American migratory workers, who 'moved 450 miles to gain skills, higher pay, and steady work'. The project was sponsored by the Texas Labor Mobility demonstration project which gave the workers a five week training in sheet metal assembly. Later, after being moved to the plant's location, they received eight weeks of further job orientation. This program costs the federal government approximately $551 per family. Yet, the payroll for this particular group has added more than $3 million annually to the economy of the Dallas area.

Mouat, Lucia, "'Jobs Now' Gears Unskilled Youth for Working World," Employment Service Rewiew, May, 1967, pp. 44-5.

The "Jobs Now" program was first instituted in Chicago and was funded by the U.S. Department of Labor. It aimed at recruiting 2000 youths from ages 17 to 21. Between September, 1966, and early 1967 nearly 550 youths, mostly boys, entered the program, of which a hundred were dropped. The advisors to the YMCA and the Chicago Urban League first served as liaison between the 'Jobs Now' trainees and Chicago businessmen, their potential employers. Three major aspects were emphasized in the training curriculum: "money management, grooming, hygiene and orientation to the city and its transportation". The article states that one of the major obstacles is the bias against hiring seventeen-year-old high school dropouts.

Oishi, Gene, "CORE's Centerpiece for Progress," Employment Service Review, August-September, 1967, pp. 12-14, 34.

Gene Oishi describes the experimental Youth Training Program of the Congress of Racial Equality (CORE) that enrolled 18 Negro youths from the ages of 17 to 21, all school dropouts and a majority with prison records. The seventeen week course trained the youths to be service managers, dealers and owners. The project was deemed a success, although it encountered difficulties, because 17 of the 18 Negroes completed the course.

"Project SEESAW: A Beginning for the Rural Disadvantaged in Louisiana," Employment Service Review, March-April, 1967, pp. 21, 22, 30.

SEESAW stands for Special Extension Education Secretarial and Agricultural Workers, an MDTA training program supported by the Institute of Human Relations and Loyola University in New Orleans.

This program was conducted to provide guidance to men and women from four isolated rural parishes in southern Louisiana who had job skills, basic education, and personal development to help them get jobs.

"The key to community acceptance of the new project was community involvement from the beginning...Everyone from the sheriff to the shoeshine man became a local public relations worker."

Ryerson, Joseph T. & Son, Inc., Industrial Relations Dept., Chicago Plant, "Ryerson Training Program for Hard-Core Unemployed," Chicago, n.d., 15 pp.

This case study of a particular commercial company's endeavor to employ the services of the hard-core is mainly sociological in its orientation. To enable ghetto victims to gain an entre into the steady labor market, the Ryerson company has set up a three-part program known as the Ryerson Work Experience and Training Program, which involves not only working on the job at the plant and remedial teaching sessions in certain academic skills, but also attitudinal-change training experiences.

Striner, Herbert E., "THE OPPORTUNITIES INDUSTRIALIZATION CENTER: A SUCCESSFUL DEMONSTRATION OF MINORITY SELF-HELP, TRAINING AND EDUCATION." From _The Education and Training of Racial Minorities: Proceedings of a Conference._ Madison, The University of Wisconsin, Center for Studies in Vocational and Technical Education, 1968, pp. 62-82.

The Opportunities Industrialization Center (OIC) was started in January, 1964 by Rev. Leon H. Sullivan and other Negro ministers in a poverty section of Philadelphia. To train people for jobs was the major goal of the OIC program. Mr. Sullivan, by December, 1966 had enrolled 7,300 students of which only 3% were high school graduates and 10% had less than eight years of school. More than 2,500 were trained and employed by December, 1966. The recruiting and training program of the OIC includes intake and orientation, The Feeder Program (job training program) compensatory adult education and placement. Many of the OIC graduates go into the garment industry and restaurant-related jobs. In addition, a sizeable number find employment in communications, electronics, chemical, sheetmetal and tool and dye industries.

"...a major shortcoming of the OIC program is the lack of funds for costing out the effectiveness of programs in terms of placement, income generated, occupational mobility, and change of employment status from unemployment or part-to-full-time employment."

Samuel, Gertrude, "Help Wanted: The Hard-Core Unemployed," _The New York Times Magazine_, January 28, 1968, pp. 27, 42, 44, 47, 48, 50.

Following the Detroit riots in the summer of 1967, Ford Motor Company was one of the first to initiate an experiment in which it sent its own labor recruiters into the inner city of Detroit, waiving traditional written tests of 'ability' and hiring men on the spot where they live.

The Specialized Training Employment Placement Service(STEPS), a program started by the Mayor of Detroit, collaborated its efforts with Ford in sending notices to the hard-core unemployed. This 'on the spot employment' by Ford has led other industries to start inner city recruitment. As reported in this article, Ford has interviewed 3,000 hard-core unemployed at two inner city centers; 1,600 of this number have a job, 600 are hired but are waiting for job assignment, 375 who were hired have either not shown up or have been tardy in responding to the center. Four hundred and twenty-five were rejected for either medical reasons or because of habitual police violations.

Bob Tindal of the NAACP commenting on the Ford project said, "I think what Ford Recruitment has shown is that every individual has value--when given the opportunity to do productive work."

"Training the 'Hardcore' for Private Jobs," U.S. News and World Report, February 12, 1968, pp. 60-62.

The federally supported program 'Jobs Now' involves 35 public and private agencies. The thrust of this article is toward limning the strategy of private industry which subsidized 1100 youths in a training program costing the government $3500 per worker. The program did not prove very successful because only 38% of the youths trained stayed on the job, and some of the participation companies stopped hiring from 'Jobs Now' because they were not satisfied with the workers they employed.

## III. BUSINESS AND THE HARD-CORE

Habbe, Stiphen, "Hiring the Hardcore Unemployed: The Story of Pontiac's Operation Opportunity," The Conference Board Record, June, 1968, pp. 18-22.

A hiring program is described here which was instituted by General Motors, Pontiac, Michigan division to involve 281 hardcore unemployables: of this group, 150 (53%) remained on the job for at least six months. A coordinator, with the assistance of the Urban League committeemen, who are themselves graduates from the ranks of the unemployables, supervised the program. They consequently feel a personal remorse when one of their trainees slips, and try to make sure that he does not repeat it; they keep after him and provide supportive advice until he is able to make it alone.

"How to Succeed in Hard-Core Hiring: To Help Line Supervisors Understand the Problems of the Minority Groups, some Companies are Trying a 'Sensitivity' Kit that Emphasizes Empathy," Business Week, August 24, 1968, pp. 64-66.

Supervisors throughout the country are now able to feel something of the anger of the hard-core through what actors and sociodramatists call "reversal of roles" as it is applied to playing out extemporaneous interactions or improvisations. Predicated on the idea that a supervisor can never really get under the skin of someone until he has played at being him, the Human Development Institute of Atlanta has developed a sensitivity kit consisting of devices which temporarily tend to put him at a definite disadvantage.

Called an S-Kit for short, it consists of disorientating techniques, such as Negro and white face masks, and a distortion prism which interferes with perception. By placing the personnel manager in the position of the hard-core testee, the goal is to bring home to him how it is to be one who is removed from his own "reality."

Riessman, Frank, "The Human Service Worker: a New Careers Movement," Employment Service Review, March-April, 1967, pp. 4-6.

The 'Human Service Worker' belongs to the New Careers concept. They can function as "teacher aides, family planning worker, housing aide, etc."

This class of worker has been categorized as an auxiliary to a nonprofessional, to a subprofessional, to a paraprofessional. The New Careers concept is that the job itself will serve as the motivating force for a worker to be more professional.

The Scheuer-Nelson Subprofessional Career Act passed by Congress has allocated $70 million to employ and train the untrained and unemployed people in these needed jobs.

Riessman, Frank, "New Careers: A Workable Approach to Hardcore Unemployment", Personnel, September-October, 1968, pp. 36-41.

Frank Riessman develops the concept of New Careers: workers with minumum education and without training or experience can be hired for the simplest jobs if they are given basic training immediately as part of the job. The rudiments of relevant education, compensatory skill-building are both critical features in developing New Careers training.

Riessman emphasizes the importance of avoiding overcompensatory discrimination--which antagonizes fellow workers who do not belong to the hard-core ranks and who have seniority-- and stresses the necessity of upgrading the working conditions and training of the personnel throughout the entire plant. A program for bringing a specialized group of people with skills in to assist in the newly evolving work and life-adjustment patterns is also paramount to the success of such a program. The utilization of workers in helping situations with newcomers, especially those workers who have completed the break-in period, is also graphed.

Still, Lawrence A., "An Answer for Ghetto Youth, Chicago's Jobs Now", Employment Service Review, August-September, 1967, pp. 36-41.

There have various projects started by the U.S. Dept.of Labor to give employment to thousands of angry, alienated, and frustrated boys and girls "Who have been kept out of the mainstream of the American job market for various economic and sociological reasons-- cultural disadvantage, lack of motivation, racial discrimination, and the rest."

Chicago was one of the pioneers in instituting this type of employment program reform. Washington, Philadelphia, St. Louis, Oakland, and Cleveland, have similar projects under-- "CONCENTRATED EMPLOYMENT PROGRAMS ("CEP") to provide jobs for 25,000 to 40,000 hard-core unemployed Americans".

One of the main observations in studying the Jobs Now program is that some of the hard-core unemployed only need counselling, while others require job training with continuing guidance.

"Teaching People to Hold Jobs -- The Philadelphia Plan", U.S. News and World Reports, January 1, 1968, pp. 58-59.

The Philadelphia OIC program has been taken as a model program by two federal agencies, namely the Office of Economic Opportunity and the Department of Labor. There are 24 federally supported programs. In total, there are 65 cities where OIC projects are being planned which are either locally or federally supported.

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MATERIALS AND RESEARCH
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# SCHOOL DESEGREGATION: CHANGING POLICIES AND PRACTICES

U.S. DEPARTMENT OF HEALTH,
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I

# 4. SCHOOL DESEGREGATION: CHANGING POLICIES AND PRACTICES

MATERIALS AND RESEARCH BRANCH
EQUAL EDUCATIONAL OPPORTUNITIES PROGRAM

U. S. DEPARTMENT OF HEALTH,
EDUCATION AND WELFARE

Office of Education

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Equal Educational Opportunities Program September 1965

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The following list of materials has been selected by the staff of the Equal Educational Opportunities Program to assist school personnel in developing effective methods of coping with problems of desegregation under the authorization of Section 403, Title IV of the Civil Rights Act of 1964. Copies of this list are available for distribution. Copies of many of the publications can be obtained by writing the addresses given. Viewpoints expressed are those of the authors and do not necessarily reflect official Office of Education policy.

## THE CIVIL RIGHTS ACT OF 1964 AND SCHOOL DESEGREGATION

"Civil Rights Act of 1964." Public Law 88-352. 88th Congress, H.R. 7152. July 2, 1964. Text available from the Equal Educational Opportunities Program, U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202. Free.

Titles IV and VI of the Act affect desegregation of public education. Title IV provides for assistance on school desegregation, a survey of educational opportunities by race, and the filing of suits to require desegregation by the Attorney General. Title VI provides that Federal funds shall be given only to programs administered on a non-discriminatory basis.

Equal Educational Opportunities Program. "Assistance on Special Educational Problems Occasioned by School Desegregation." U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C. 20202. Leaflet. Free.

This leaflet describes assistance available under Title IV of the Civil Rights Act of 1964.

Equal Educational Opportunities Program. "Grants to School Boards to Assist in Dealing with Problems Incident to Desegregation." U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202. January 25, 1965. 41 pp. Free. Available only to school boards and school personnel interested in grants.

The manual outlines in detail procedures school boards must follow in applying for grants available under Section 405 of the Civil Rights Act of 1964. Grants may be obtained for in-service training of teachers and other school personnel in dealing with problems incident to desegregation and for employing specialists to advise boards on problems incident to desegregation.

Equal Educational Opportunities Program. "Policies and Procedures for Institutes for Special Training on Problems of School Desegregation." U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202. December 4, 1964. 41 pp. Free. Available only to institutions of higher education interested in applications for training institutes.

This manual contains detailed instructions for applying for grants or contracts for training institutes designed to improve the ability of school personnel to deal with educational problems occasioned by desegregation. The grants are available under Section 404 of the Civil Rights Act of 1964.

"The Federal Dollar and Non-Discrimination. A Guide to Community Action Under Title VI of the Civil Rights Act of 1964." The Potomac Institute, 1501 18th Street, N.W., Washington, D.C. 20036. March, 1965. 19 pp. Single copies free. Quantity prices available.

A layman's guide to coverage and implementation of Title VI of the Civil Rights Act of 1964. The guide includes a list of Federal programs affected, including educational programs, a check list for surveying compliance, and agencies where complaints of non-compliance may be filed.

U.S. Commission on Civil Rights. "Civil Rights Under Federal Programs. An Analysis of Title VI." CCR Special Publication--Number 1, January, 1965. 15 pp. Free. Available from the Commission, Washington, D.C. 20425.

A layman's interpretation of the provisions of Title VI of the Civil Rights Act of 1964, with examples of types of discrimination covered and steps in the compliance procedure. Some of the educational programs covered by Title VI are listed.

## THE STATE OF THE PROBLEM, NORTH AND SOUTH

Council for American Unity. Crisis in the Public Schools. Racial Segregation Northern Style. Confrontations at New Rochelle and Mount Vernon, New York. Council for American Unity, 79 Madison Avenue, New York, New York 10001. 1965. 63 pp. $1.00.

A collection of edited reports and documents highlighting the struggle in two New York communities to end racial imbalance in the public school system. Several of the key reports were prepared by Dr. Dan Dodson, who acted as a consultant to both

Boards of Education. The documents reveal the complexity of Northern de facto problems and the reluctance of Northern boards and citizens' groups to meet the series of challenges posed by the Northern school problem.

Foster, G.W., Jr. "School Segregation. The North and West Have Problems Too," Saturday Review, April 20, 1963. Reprint available from Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 5 pp. 10 cents.

Foster looks at the problems and issues of the drive for school desegregation in the North, noting differences from the Southern problem. He analyzes the call for "color-consciousness" in the North; the "neighborhood school" pattern which perpetuates segregation; the problems of the minority escaping from slum schools and neighborhoods; and the physical inferiority of slum schools and difficulties in getting teachers to remain in them.

Morland, J. Kenneth. Token Desegregation and Beyond. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016, and Southern Regional Council, 5 Forsyth Street, N.W., Atlanta, Georgia 30303. 1963. 27 pp. 50 cents.

Morland explores the pattern of "token" desegregation used in the South thus far to delay complete desegregation. He describes plans of token desegregation school systems have used, court reaction to these plans, and the rationale behind token desegregation. The booklet is valuable for a basic understanding of the historical resistance to desegregation throughout the South.

Muse, Benjamin. Ten Years of Prelude. New York: The Viking Press, 1964. 308 pp.

Muse reviews the impact of the Supreme Court decision of 1954 which declared racial segregation in the schools unconstitutional. He outlines initial reactions and the pace of desegregation in the Southern and Border states in the past ten years, documenting court cases and the reactions of the citizenry and school people. This book provides background in school desegregation in the South from the point of view of recent history. Bibliography.

National Association of Intergroup Relations Officials. Commission on School Integration. Public School Segregation and Integration in the North. NAIRO Commission on School Integration, 6 East 82nd Street, New York, New York 10016. 1963. 104 pp. $1.00.

This booklet is the best single source on Northern school segregation. It surveys the historical background of segregation in the North, the roots and extent of Northern segregation, and effects of school segregation on the psyche of the student and his opportunities for education. The principle of compensatory education is examined and approaches to both desegregation and compensatory education in key urban areas in the North are reported and evaluated.

Rose, Arnold. De Facto School Segregation. National Conference of Christians and Jews, 43 West 57th Street, New York, New York 10019. May, 1964. 61 pp. 75 cents.

Rose's analysis of the Northern school problem covers the historical background of Northern school segregation, pros and cons frequently voiced in the controversy over de facto segregation, court decisions on key Northern cases, and efforts to deal with the problem in areas where the issue has been raised. Rose's analysis of de facto segregation cases before the courts is fuller and more recent than the NAIRO report (See reference above); there is less detailed material on the situation within school systems and the impact of segregation on the education of students than is found in the NAIRO report.

Shaffer, Helen B. "School Desegregation: 1954-1964," Editorial Research Reports (1735 K Street, N.W. Washington, D.C. 20006), 1:303-320, April 29, 1964.

The writer presents a summary of legal action and demonstrations against the slow progress of desegregation in the past ten years in both the North and South. Policies used to deter school desegregation, tactics used by civil rights groups, and the role of the courts, educators and the public, are surveyed.

U.S. Commission on Civil Rights. Public Education, 1964 Staff Report. The Commission, Washington, D.C. 20425. 1964. 304 pp. Free.

A state-by-state report of the major developments in public school desegregation in the 17 Southern and border states, covering the period between August 1, 1963, and the opening of the 1964-65 school year. The report stresses litigation on the local level within each state, briefly summarizing legal action at the city and county level. Tables in the appendix summarize some data on school desegregation by state.

Weinberg, Meyer. "Civil Rights and the Schoolmen," Phi Delta Kappan, 45:371-376, May, 1964.

Weinberg cites the complacency and inaction of most Northern school officials with regard to de facto segregation. He points out the bases of the continuing controversy between school officials and the civil rights movement, including the weaknesses of present compensatory programs. Few voices have called for expenditures appropriate for adequate compensatory programs; such programs must be combined with desegregation. Political forces, in the long run will bring the problems to settlement.

## A CROSS-SECTION OF PROBLEMS AND ISSUES IN DESEGREGATION

Humphrey, Hubert H. (ed). Integration vs. Segregation. New York: Crowell, 1964. Hardback, $4.95. Paperback, $2.50.

An excellent collection of reprints covering a wide range of issues and problems involved in school desegregation, including racial differences and learning capacities, psychological aspects, hard-core resisters, and special problems of the North and South. Coles' "The Desegregation of Southern Schools: A Psychiatric Study," and Tumin's "Race and Intelligence," for example, are included.

Smith, Benjamin F. "What to Read on Public School Integration," Integrated Education, 2:40-44, June-July, 1964.

Smith discusses books and materials which give the reader background on historical, legal, psycho-sociological, and psychiatric issues and problems involved in school desegregation. Several books recommended summarize the experiences of communities faced with ending discrimination, North and South.

Weinberg, Meyer (ed). Learning Together. A Book on Integrated Education. Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60607. 1964. 222 pp. $1.75, plus 20 cents for mailing.

A collection of 50 articles which appeared in the first year's issues of the periodical Integrated Education, grouped in these general areas: historical aspects, effects on children, places and practices, new approaches, law and politics, strategy and tactics, schools and work, and the role of the churches. Case studies concentrate on the North and West, but much of the material cuts across sectional lines, dealing with problems such as the need for curriculum changes to bring objective materials on Negroes into the classroom, and educational problems in the classroom related to class and race. Extensive bibliography.

## RACE AND THE ACADEMIC PROGRAM

Black, Elias, Jr. "The Track System in Washington, D.C.," Integrated Education, 3:27-35, April-May, 1965.

Black states (1) intelligence tests have been discredited as measures of innate ability and mental capacity; (2) intelligence tests and achievement tests measure the same thing--present level of school achievement; (3) groupings based on achievement measures, such as I.Q., reflect existing economic and educational background differences and discriminate against disadvantaged children; and (4) since lower standards are expected of poor children, they perform at a low level. He points out the need for scientific evaluation of the track system's capacity for securing the goal of equal educational opportunity, combined with equal educational results.

Fishman, Joshua A. and others. "Guidelines for Testing Minority Group Children," Supplement, Journal of Social Issues, 20:127-145, April,

1964. Also available in pamphlet form from Society for the Psychological Study of Social Issues, P.O. Box 1248, Ann Arbor, Michigan, and the Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 18 pp. 25 cents.

This article examines the shortcomings of standardized educational and psychological tests, including I.Q. tests, for accurately measuring and predicting the abilities of children with minority and disadvantaged backgrounds. It emphasizes the importance of understanding the social and cultural background of the group being tested as a basis of meaningful interpretation, and suggests remedies to help compensate for some of the weaknesses of existing tests. The article is somewhat technical, but important for those administering tests and making decisions and judgments based on test data.

Gillin, John. Race. National Conference of Christians and Jews, 43 West 57th Street, New York, New York 10019. 12 pp. 5 cents.

Gillin presents an anthropological view of the concept of race, pointing out common myths surrounding the race concept, and the prejudices racial myths contain and perpetuate. A non-technical presentation.

Klineberg, Otto. "Negro-White Differences in Intelligence Test Performance: A New Look at an Old Problem," American Psychologist, 4:198-203, April, 1963.

Klineberg reviews and evaluates past literature on Negro-white differences in intelligence, as shown by testing. He restates the major issues involved, examines arguments for and against there being "some native differences" in intelligence, and discusses the use of testing in terms of the individual and group. He concludes that there is no scientifically acceptable evidence to show that ethnic groups differ in innate abilities. The discussion is technical, but highly relevant to the prospect of using and interpreting standardized tests with minority children.

Lee, Everett S. "Negro Intelligence and Selective Migration: A Philadelphia Test of the Klineberg Hypothesis," American Sociological Review, 16:227-233, April, 1951.

Lee compared intelligence test scores of Negro Children who migrated from the South with scores of native Philadelphia Negro children. Although Philadelphia children who attended kindergarten averaged consistently higher than Philadelphia children with no pre-school experience, there was no consistent tendency for intelligence test scores of these children to rise with length of exposure to Philadelphia schools. Negro children migrating from the South, hovever, achieved higher test scores with increasing length of residence in Philadelphia.

Montagu, Ashley. *What We Know About Race.* Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 1964. 3rd edition. 38 pp. 50 cents.

This book is written primarily for secondary school students, but is of informational value for all desiring a basic orientation to the concept of "race." Race is defined and explored in light of scientific evidence showing its relationship to socio-economic conditions, culture, intelligence, history, achievement, and heredity. A short bibliography is included. A teacher's supplement by Gertrude Noar is available.

Tumin, Melvin M. (ed). *Race and Intelligence.* Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 1963. 56 pp. 75 cents.

Tumin, with four scientists, evaluates evidence bearing on the issues of Negro versus white "native" intelligence, the reliability of intelligence tests, inheritence of intelligence, and the effects of equalization of opportunity for learning on Negro-white capacity and achievement. They answer claims of racial differences that have no basis with scientific proof and conclude that race, per se, has no signigicant relationship to intelligence.

Weinberg, Meyer. *Research on School Desegregation: Review and Prospect.* Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 61607. 1965. 39 pp. 75 cents.

Weinberg reviews research findings on desegregation and academic achievement; the effects of open enrollment on the desegregation of school systems; Negro goal aspiration; patterns of friendship and social participation in school groups; the psychological effects of segregation on Negro students; and the effects of desegregation on teachers. Suggestions for needed research are made. Extensive bibliography.

## SOCIAL PSYCHOLOGICAL ASPECTS OF SEGREGATION AND DESEGREGATION

Clark, Kenneth B. *Prejudice and Your Child.* Boston: Beacon Press, 1963. Revised edition. 247 pp Paperback, $1.75.

This enlarged edition of Clark's earlier book reprints the text of the May 17, 1954, Supreme Court decision on school desegregation, the social science brief submitted in the school segregation cases, and two papers on developments in public school desegregation and the role of social scientists in this public issue. It also contains a new discussion of the legal background of the May 17 decision. The first two sections of the book are essentially unchanged. Clark describes how children learn prejudices, how prejudices are expressed, and the effects of segregation and desegregation on Negro and white children.

Action programs to reduce prejudice and discrimination are outlined for schools, social agencies, churches and parents. Bibliography.

Goodman, Mary Ellen. Race Awareness in Young Children. New York: Collier Books, 1964. 351 pp. Revised edition. Paperback, $1.50.

A cultural anthropologist presents in readable language the results of a study of four-year-old nursery school pupils in a large Norhteastern city. Her findings indicate a high degree of race awareness on the part of these children and she describes the processes by which their attitudes are developing. A new chapter in this revised edition summarizes research on race attitudes in children published since the original volume was printed in 1952.

Grossack, Martin M. (ed). Mental Health and Segregation. New York: Springer Publishing Company, Inc., 1963. 247 pp.

This book includes articles drawn from scientific periodicals and journals. Of special interest are articles on the attitudes of Southern Negro and white children toward desegregation, guidance problems of Negro youth, minority membership as related to scholastic achievement, the Negro-White intelligence issue and the psychological effects of segregation on both whites and Negroes. Other articles cover Negro mental health and psychotherapy with Negroes.

Group for the Advancement of Psychiatry. Emotional Aspects of School Desegregation. G.A.P., 104 East 25th Street, New York, New York 10001. 1960. 48 pp. 50 cents.

This is an "abbreviated and less technical version of Psychiatric Aspects of School Desegregation," published in 1957. In layman's language, the Group refutes existing racial myths, shows the effects of these myths on Negro-white relationships, explains attitude change and factors affecting the perpetuation of prejudices. Children's, parents' and educators' responses to school desegregation are described in light of racial myths, attitudes, and a changing social situation. The need for understanding both the social situation and the motives and feelings of the individual are emphasized.

Group for the Advancement of Psychiatry. Psychiatric Aspects of School Desegregation. G.A.P., 104 East 25th Street, New York, New York 10001. 1957. 91 pp. $1.00. See above. Good, annotated bibliography.

Pettigrew, Thomas F. A Profile of the Negro American. Princeton, New Jersey: D. Van Nortrand & Company, 1964. 250 pp.

Pettigrew contrasts segregationist claims with scientific evidence regarding Negro personality, genetics, health, intelligence, and crime. He discusses the sociological and psychological burdens placed upon the Negro by racism, as well as the economic and social disadvantages which help perpetuate racial disparities. The rationale behend Negro protest is outlined, along with an assessment of actual gains made by Negroes and the psychological losses caused by the realization that these gains have not overcome economic and social barriers. A bibliography is included.

Weaver, Edward K. "Racial Sensitivity Among Negro Children," Phylon, 17:52-60, First Quarter, 1956.

Weaver relates in some detail the replies of Negro school children, ages 6 to 13, to the question, "When did you first discover that you were a Negro?" He analyzes the children's racial sensitivity as it relates to realization of group belongingness, fear of adjustment to new patterns of equality won by others, and the difficulties posed by acting out overlapping and conflicting social roles. The article adds insight into the problem of a Negro child in a partly integrated society.

## SETTING POLICY AND PREPARING THE COMMUNITY FOR DESEGREGATION

Dean, John P. and Alex Rosen. A Manual of Intergroup Relations. Chicago: University of Chicago Press, 1955. 194 pp.

This handbook was written for group workers in social agencies with a membership base, but is organized around "propositions" and principles which can be applied to other areas of community life. Much of the book discusses securing change in community institutions on a voluntary basis. Chapter 1, "Problems of Communication," Chapter 2, "Minority Participation in Policy and Program," Chapter 5, "Desegregation: Changing the Practices," and Chapter 6, "Establishing the Values" should be especially useful to those initiating or accelerating desegregation of the schools, including administrators and community leaders.

Dodson, Dan W. "Toward Integration," Journal of Educational Sociology, 28:49-58, October, 1954.

An excellent statement of basic principles to be followed in working with the community to accomplish school desegregation, based on experiences in Northern schools and non-school experiences with integration prior to 1954. Although written in 1954, the article is still timely; Southern experiences since then have substantiated its validity. Especially useful for administrators, board members and community leaders.

Dodson, Dan W. "Preparing for Desegregation," Journal of Educational Sociology, 36:272-274, February, 1963.

Excerpts from a statement presented to the U.S. Civil Rights Commission Conference on Education, Washington, D.C., May 3,

1962. A brief analysis of the relationship between professional school leadership and political power and a discussion of important issues related to school desegregation on which most educators are ambivalent. Dodson suggests the direction in which these issues must be resolved.

Fischer, John H. "Desegregating City Schools, "The PTA Magazine, December, 1964. Reprint available from Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 4 pp. 10 cents.

Fischer presents guiding principles (as proposed by the New York State Department of Education) in dealing with de facto segregation and racial imbalance. He summarizes the pros and cons of various approaches to applying these principles, including open enrollment, pairing of schools, zoning changes, educational complexes and parks. He notes that the responsibility for change, and for insuring quality democratic education for all, is with the boards of education themselves. Multi-racial communities should be looked upon as an educational asset, rather than a problem, Fischer states.

Holden, Anna. A First Step Toward School Integration. Congress of Racial Equality (CORE), 38 Park Row, New York, New York, 10001. June, 1958. 16 pp. 25 cents.

An account of the work of the Nashville Committee on Racial Equality (CORE) in organizing and supporting Negro parents during the early stages of school desegregation in that city. Nashville CORE's experiences with parents during a period of tension and violence are documented, and the pamphlet also includes basic principles and specific action steps which can be used in organizing parents. A "Chronology of Events, Nashville School Desegregation, September 23, 1955 to April 14, 1958," is also available from the Congress of Racial Equality for ten cents.

Holden, Anna and others. Clinton, Tennessee: School Desegregation Crisis. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 1956. 24 pp. 25 cents.

This field report describes the community crisis precipitated by initial school desegregation in Clinton in 1956 and reaction to that crisis on the part of school officials, law enforcement officers, community leaders, the press and Negroes in the community. "Lessons from Clinton's Experience" are summarized at the end of the account.

National Community Relations Advisory Council. De Facto Segregation in Public Schools. A Position Paper for the Guidance of Jewish Communities and Agencies. NCRAC, 55 West 42nd Street, New York, New York 10001. 1964. 16 pp. 10 cents.

The interdependency of racial integration and quality education are discussed, along with alternative approaches to achieve these dual goals. The paper formulates brief guidelines in such areas as intergroup education programs in public schools, teacher training, recruitment and assignment, and other problem areas in de facto desegregation.

School Desegregation Kit. Southern Regional Council, 5 Forsyth Street, N.W., Atlanta, Georgia 30303. May 17, 1965. Free.

A collection of materials for concerned citizens "interested in obtaining maximum school desegregation in their communities this September." The packet includes suggestions for organizing a local community action program, general guidelines for citizen action on school desegregation under Title VI of the Civil Rights Act, a sample copy of a petition that might be filed with the local school board, and suggestions for visiting homes where children might be eligible for desegregating schools. Recent policy statements of the Department of Health, Education, and Welfare concerning desegregation of schools under Title VI of the Civil Rights Act are also included. The packet was prepared jointly with the American Friends Service Committee.

U.S. Department of Health, Education, and Welfare. Office of Education. "General Statement of Policies Under Title VI of the Civil Rights Act of 1964 Respecting Desegregation of Elementary and Secondary Schools." April, 1965. 5 pp. Available from Equal Educational Opportunities Program, U.S. Office of Education, Washington, D.C. 20202. Free.

Guidelines outlining methods by which school systems may qualify for Federal financial assistance under Title VI of the Civil Rights Act. Minimum requirements for voluntary plans for desegregation are specified and the compliance reporting procedure is described.

Valien, Bonita H. The St. Louis Story: A Study of Desegregation. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 1956. 72 pp. 35 cents.

An account of the first year of school desegregation in St. Louis, Missouri, describing preliminary community preparation and planning on the part of school officials, and reporting the results of a survey of teachers and students. While St. Louis is now faced with serious de facto school segregation problems yet to be resolved, the "Guiding Principles" spelled out for preparation of the community, teachers and students are still valid. Developments since that time have indicated school officials must go further than was thought at the time to correct the problem of racial imbalance.

Wey, Herbert and John Corey. Action Patterns in School Desegregation. Bloomington, Indiana: Phi Delta Kappa, Inc., 8th and Union

Avenue, 1959. 276 pp. Out of print; possibly available from Southern Regional Council, 5 Forsyth Street N.W., Atlanta, Georgia 30303.

The Authors outline necessary steps for administrators and board members in the desegregation of schools. Preparation of the community, students and teachers is discussed, and optional plans for desegregation are outlined. Experiences of school personnel with desegregation in many Southern districts are related. Although many of the approaches to desegregation discussed have since been outdated by court decisions, Federal law and policy, the book presents worthwhile suggestions, particularly for work with the police and the press and changes required in the educational program to meet the needs of students in a newly desegregated situation. A bibliography is included.

## PROBLEMS WITHIN THE EDUCATIONAL ESTABLISHMENT

Coleman, A. Lee and Sidney J. Kaplan. Faculty Integration in Kentucky Public Schools. Commonwealth of Kentucky, Commission on Human Rights, 168 Capitol Annex Building, Frankfort, Kentucky 40201. January, 1962. 11 pp.

This report was prepared for the Commission with the assistance of the Social Research Service of the University of Kentucky. The rate and extent of teacher desegregation in Kentucky is surveyed, as well as the characteristics of Negro teachers on desegregated faculties. School people were polled to find out how desegregation has worked, whether there were complaints or incidents, how changes were made, and what advice would be given other beginning faculty desegregation. It is generally concluded that faculty desegregation, though slow-moving, has proven successful, without major difficulty.

Consultant for Local Associations, National Education Association. Local Associations Speak on Reducing Racial Barriers. National Education Association, 1201 Sixteenth Street N.W., Washington, D.C. 20220. 1965. 23 pp. Single copy free.

A report of a National Education Association conference of representatives from eight Southern and border states held January 4-5, 1965, Washington, D.C., on the question of bringing separate Negro and white local associations together. The report reflects the slow pace of progress in merging Southern Negro and white associations. There are several sets of recommendations dealing with different aspects of the problem of mergers and there are brief reports from Southern and border associations that have begun or achieved combination of Negro and white associations.

Groff, Patrick J. "Teacher Organizations and School Desegregation," School and Society, 90:441-442, December 15, 1962.

This article contrasts the positions and actions of the American Federation of Teachers and the National Education Association on school desegregation; it states that the NEA has issued bland, high sounding resolutions, but has not thrown its weight behind action programs, or protested Southern resistance vigorously, as has the AFT.

Mays, Nebraska. "Behavioral Expectations of Negro and White Teachers on Recently Desegregated Public School Faculties." Journal of Negro Education, 32:218-226, Summer, 1963.

Mays questioned 65 white and Negro teachers in Kentucky and Missouri public schools on the amount of freedom they would like to have, as compared to the freedom they would expect to have to participate in activities (1) requiring social interaction between Negro and white teachers; (2) requiring teacher-administration interaction; and (3) usually considered "controversial" for teachers. Mays' findings and his discussion offer insight into the process of faculty desegregation of interest to those directly involved in the change.

National Education Association, Research Division, "Recent School-Board Action Related to De Facto Segregation of Pupils and to Integration of Employed Personnel," Research Memo 1964-9. NEA Research Division, 1201 16th Street, N.W., Washington, D.C. 20220. April, 1964. 63 pp. Single copy free.

A survey of policy statements and administrative regulations on issues of de facto segregation in Northern school systems enrolling 50,000 or more pupils. There is more material on pupil desegregation than on employment and faculty desegregation. Recent policy statements of the National Education Association and the National Association of Intergroup Relations Officials on de facto segregation are reproduced. The Appendices contain excerpts from policy statements and desegregation plans in selected school districts.

Record, Wilson. "Changing Attitudes of School Personnel," Integrated Education, 2:26-43, October-November, 1964.

Record feels educators have been too slow in facing racial inequities in American educational systems. He examines the attitudes of school personnel toward desegregation, including board members, administrators, teachers and counselors, and cites areas in which each of these groups is lacking in understanding. He suggests steps for defining and facilitating attitude change toward desegregation.

Smith, Charles F., Jr. "Do You Want Me?" Phi Delta Kappan, 45:405-406, May, 1964.

Smith discusses the almost total absence of Negro public school administrators, despite the availability of trained persons. He makes a personal plea, combined with some statistics on the extent of the problem.

Solomon, Benjamin. "Integration and the Educators," in Learning Together (Chicago: Integrated Education Associates, 1964), 152-160.

Solomon stresses the need for educators to take on a personal commitment to the goals of quality education, which are basic to integrationist goals. "Segregated by improved" education is only a gesture toward quality education for all students, he says. Solomon presents basic questions to test the personal commitment of top educational leadership and emphasizes the need for teachers and teacher organizations to understand and support integrationist demands, in light of the quest for quality education.

Tormillo, Pat L. "Symposium on Desegregation: In Dade County, Florida," NEA Journal, 52:51-52, December, 1963.

A brief account of integration of the Negro and white teachers' associations in Dade County, Florida.

## PREPARING FOR THE INTEGRATED CLASSROOM AND SCHOOL PROGRAM

Baldwin, James. "A Talk to Teachers," Saturday Review, 46:42-44, December 21, 1963.

Saturday Review reprints a talk James Baldwin presented to New York City teachers in a special in-service course on "The Negro: His Role in the Culture and Life of the United States," October 1963. Baldwin discusses the Negro child and his self-image, stressing the child's realization that the social structure operates for the benefit of whites. Baldwin also criticizes the myths of white society which mask the true nature of the race problem and reveal the white man's failure to cope with reality.

Baldwin, James. The Fire Next Time. New York: The Dial Press, 1963.

This largely autobiographical work reveals all too clearly the painful experiences of Negro youth growing up in a white-dominated society. We learn through Baldwin's childhood how the constraints of the white world become obvious and press down upon a Negro child; of the never-ending struggle for identity and self-worth; and the great personal effort and discipling required to become something other than the Negro society defines.

Briggs, William A. and Dean L. Hummel. Counseling Minority Group Youth: Developing the Experience of Equality through Education. Columbus, Ohio: The Ohio Civil Rights Commission, 1962. 139 pp. 50 cents. Special rates for quantity prices. Available from Ohio Scholarship Tests, 751 Northwest Blvd., Columbus, Ohio 43216.

A manual for counselors tailored for Ohio school personnel, but containing material useful to teachers and counselors in other areas. The manual outlines the current framework of fair employment laws, executive orders on employment opportunity, and manpower needs in which Ohio counselors are working. It attempts to sensitize the counselor to the backgrounds and special problems of minority children, cautioning him concerning interpretation of standardized tests and his own professional and legal responsibilities as he works with minority youth.

Dodson, Dan W. "The Teacher and the Minority Group Child," Phylon, 2:141-145, 1949.

Dodson outlines basic educational principles for all teachers that are especially important for the teacher of the minority group child: (1) provide opportunities for sublimation of frustrations and emotional blockings; (2) use the problems and needs of the school environment to construct a large part of the program; (3) do not become merely an instrument of control thrust upon the classroom by the larger society; (4) avoid self-consciousness about race-relations; (5) break down stereotypes and misconceptions with all honesty.

Giles, H. Harry. The Integrated Classroom. New York: Basic Books, Inc., 1959.

Drawing on his own experiences and those of others in multiracial schools, Giles outlines problems teachers face in the desegregated situation and the basic issues upon which decisions must be made to achieve quality education for all. He makes suggestions for curriculum and methods, and discusses materials for use in the desegregated classroom. The relationship between the school and the community is examined, with emphasis on the role of the teacher and school in promoting good race relations.

Grambs, Jean D. "The Self-Concept: Basis for Reeducation of Negro Youth," in Kvaraceus, William C. et al, Negro Self-Concept: Implications for School and Citizenship (New York: McGraw-Hill Book Company, 1965), 11-51.

A position paper presented to a conference sponsored by the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, September 16-19, 1963. Dr. Grambs outlines the devastating impact of the color-caste system on the self-image of American Negroes, especially its effect on children. She discusses the destructive impact of our present educational system on Negro youth and suggests possibilities for changes in the schools that would help to build a positive self-concept among Negro children. Conference discussion following the presentation of the position paper is summarized.

Hobart, Charles W. "Underachievement Among Minority Group Students: An Analysis and a Proposal," Phylon, 24:184-196, Summer, 1963.

The author analyzes four handicaps of minority children: damaged self concept, inadequate motivation, unawareness of employment opportunities and resistance to self advancement by peers and adults in his social world. He proposes programs which would help students overcome these handicaps, stressing individual attention, enrichment experiences, and programs which would develop parental support, concentrating on the junior high age level.

Kvaraceus, William C. "Negro Youth and Social Adaptation: The Role of the School as an Agent of Change" in Kvaraceus, Negro Self-Concept: Implications for School and Citizenship (New York: McGraw-Hill Book Company, 1965), 91-169.

A position paper presented to a conference sponsored by the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, September 16-19, 1963. Kvaraceus examines the failures of the American school system vis-a-vis the minority, disadvantaged child (and other children, also) in four key areas: as an ego-supporting institution, in curriculum, in special services, and as a cooperating community agency. He proposes a variety of ways in which schools might begin to realize their potential as agents of change and thereby make a contribution toward the social adjustment of Negro youth.

Landers, Jacob. "The Responsibilities of Teachers and School Administrators," Journal of Negro Education, 34:63-77, Winter, 1965. (The same article also appears in the Journal of Negro Education, 33:318-332, 1964 Yearbook).

The Assistant Superintendent, City of New York Board of Education, outlines tendencies in many current programs for disadvantaged minority children which may have adverse consequences. He discusses school organization and administrative tasks facing systems with large numbers of disadvantaged Negro children, curriculum and materials needs, and weaknesses in the area of teacher recruitment and preparation.

Passow, A. Harry. Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963. 359 pp.

The volume includes 15 working papers, prepared by well-known specialists for a conference on the responsibilities of the public schools for educating culturally disadvantaged children in depressed urban areas. Chapters include "Ego Development Among Segregated Negro Children," "Educational Stimulation of Racially Disadvantaged Children," and "The Disadvantaged Child and the Learning Process."

Perry, Jane Greverus. "The Job Outlook for Negro Youth," Journal of Negro Education, 33:111-116, Spring, 1964.

The author summarizes recent changes in job opportunities for Negroes and discusses the implications of these new opportunities for schools, including needed changes in teaching methods and counselling of youth.

## SOUTHERN EXPERIENCE WITH CLASSROOM DESEGREGATION

Anderson, Margaret. "The Negro Child Asks, 'Why?'" New York Times Magazine, December 1, 1963, 32, 82 ff.

A teacher in Clinton, Tennessee, now acting as a guidance counselor, describes the courage and determination of Negro students, particularly high school students, in integrated schools. She has found these children highly motivated to achieve and prepare themselves for later life. They, as well as Negro students remaining in segregated schools, are hurt and confused by incidents of violence and displays of hatred against Negroes occurring in all parts of the country. It is difficult for all the Negro students to accept and rationalize these incidents and keep them from affecting their interaction with whites in the school.

Anderson, Margaret. "They are Ready, If We Are," New York Times Magazine, December 24, 1961, 5 ff.

A former teacher and guidance counselor in Clinton, Tennessee, points up some of the differences between white and Negro children and outlines some of the problems of Negro children in integrated schools, especially those who transfer from segregated elementary schools. She has observed progress in the acceptance of Negro students in the five years of desegregation in her own school. She finds that Negro students face up to their problems realistically, with the hope that they will make the way easier for those who follow.

Coles, Robert. The Desegregation of Southern Schools: A Psychiatric Study. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016, and Southern Regional Council, 5 Forsyth Street, N.W., Atlanta, Georgia 30303. 1963. 25 pp. 50 cents.

Children in the cities of Atlanta and New Orleans, their parents and teachers, were interviewed over a two-year period. The study gives insight into the psychiatric aspects of desegregation for both whites and Negroes in a partly integrated society. The children's experiences and the implications of these experiences for educators are set forth.

Coles, Robert. "How Do the Teachers Feel?" Saturday Review, May 16, 1964.

Coles explores the feelings of Southern teachers in desegregating school systems. These teachers, he feels, play a vital role in desegregation, as they carry on professional duties, often in spite of strong personal feelings. The problems teachers face, the choices they must make, and their adjustments, both personal and professional, are documented.

Coles, Robert. "In the South These Children Prophesy," Atlantic 211: 111-116, March, 1963.

Coles analyzes the reactions of Negro and white children in a desegregated school. He spells out the importance of adults' attitudes and behavior for successful adjustment of the children.

Tanner, James C. "Dixie Teachers Report Their Pupils Learn Well in Mixed-Race Schools." Wall Street Journal, January 20, 1964. A reprint is available from Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 4 pp. 5 cents.

Tanner relates the experiences of Southern school teachers with classroom desegregation. Desegregation makes more evident the disparities between the quality of Negro and white education in segregated schools but properly handled, all students can and have been benefiting educationally in desegregated situations.

Wey, Herbert W. "Desegregation--It Works," Phi Delta Kappan, 45:382-387, May, 1964.

A survey of school desegregation in the Southern and Border states, stressing positive gains since an earlier survey in 1958. School personnel indicate their instructional program has improved and, in many cases, progress in the schools is ahead of desegregation in other areas of community life. Continuing problems, such as faculty desegregation, resegregation, and de facto segregation resulting from housing patterns, are also explored.

## CRITICISM OF EXISTING TEXTBOOKS AND EXAMPLES OF NEW APPROACHES

American Council on Education. Intergroup Relations in Teaching Materials. Washington, D.C.: The Council, 1949. 231 pp.

Although written in the late 1940's, this book should be extremely useful to those interested in criteria for examining treatment of minorities in textbooks. Three hundred and fifteen books, ranging from elementary school to college level, in all general instructional areas, were analyzed to find out what constructive suggestions could be made to authors, publishers, and readers. General criteria for examining textbooks are set up; there are suggestions as to types of inadequacies to look for, and explanations for existing inadequacies.

Bank Street Readers. The Macmillan Company, 60 Fifth Avenue, New York, New York 10001. 1965.

The Bank Street readers introduce an elementary school reading program which draws on the American city for content and illustrations, breaking with the middle-class, Anglo-Saxon, small town and farm image traditional in learning materials. Urban settings, social, economic and ethnic diversity are depicted. Two pre-primers and a primer are now available. One first reader, two second, and two third readers are due by the fall of 1966. There are Skills Practice Books to accompany each reader, and each set is accompanied by a Teacher's Annotated Edition. A readiness program is contained in the teacher's guide. Information is available from the Macmillan Company.

Pre-Primer 1: "In the City," 32 pp. Paperback. 84 cents. Pre-Primer 2: "People Read," 64 pp. Paperback. $1.00. Primer: "Around the City," 127 pp. Cloth. $2.12.

Chandler Language Experience Readers. Chandler Publishing Company, 124 Spear Street, San Francisco, California 94101.

A series of six pre-primers, a primer and a first reader written by two public school teachers interested in developing readers with which urban children of different races, especially boys, can identify. The pre-primers contain attractive and appealing black and white photographs of children of different racial and ethnic groups playing with trucks, bikes and swings, and visiting supermarkets, construction sites and urban playgrounds. The vocabulary and sentence patterns are built around children's speech recorded while they were taking part in these experiences. Teacher's editions, a teacher's guide, preliminary reading readiness material, including an over-size book of photographs used in the texts, and film to accompany the pre-primers are available. A second grade reading program will be published during the winter of 1965-66 and, thereafter, at least one grade per year, until readers through grade 6 are available.

Pre-Primers 1-6: "Swings," "Slides," "Trucks and Cars to Ride," "Bikes," "Supermarket" and "Let's Go." 24 pp. Paperback. 40 cents each. Primer: "Let's See the Animals." Cloth. 157 pp. $1.92. First Reader: "Let's Take a Trip." Cloth. $2.12.

City Schools Reading Program. Follett Publishing Company, 1010 Washington Blvd., Chicago, Illinois 60607.

The five pre-primers and primer in this series were developed by a writers' Committee of the Great Cities School Improvement Program of the Detroit Public Schools. The stories center around a Negro family, whose three children have Caucasian playmates. Although the series was designed especially for disadvantaged, urban, minority children, the stories feature the middle-class way of life, and urban settings and experiences are used only on a limited basis. There is little variety in the physical features and skin color of Negroes depicted. The children, but not the parents, interact on an interracial basis. While the

**break with tradition is limited as far as content of the stories is concerned, these primers were the first commercial textbooks to present Negro family life and interracial play among children.**

Pre-Primers 1-5: "Play with Jimmy" (1962), 23 pages, 39 cents; "Fun with David" (1962), 31 pages, 45 cents; "Laugh with Larry" (1962), 47 pages, 57 cents; "A Day with Debbie" (1964), 55 pages, 63 cents; and "Four Seasons with Suzy" (1964), 71 pages, 72 cents. Teachers' manual and activities book available to accompany pre-primers 1-3. Primer: "In the Big City" (1964), 126 pages, $2.07.

Groff, Patrick J. "The Abolitionist Movement in High School Texts," Journal of Negro Education, 32:43-51, Winter, 1963.

The author's survey of 18 American history textbooks for high school students shows that the role of abolitionists in the emancipation of the American slave is"decidely slanted." He also discusses distortions of the Southern slaveholder and plantation life in these texts. Dumond's Anti-Slavery is used as the basis of comparison.

Klineberg, Otto. "Life is Fun in a Smiling, Fair Skinned World," Saturday Review, 46:75-77, February 16, 1963.

A distinguished social psychologist reports on the content of 15 commonly used children's readers. He finds excessive stereotyping of ethnic minorities and life in the U.S. portrayed as easy and comfortable by white, smiling, relatively well-to-do children and adults. Such materials, he feels, help develop ethno-centric attitudes among children. Minority group children, reading these texts, may feel they don't belong.

McIntire, Atla and Wilhelmina Hill. Exploring with Friends. Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois 60607. 1964. 168 pp.

A first grade social studies textbook which depicts white and Negro children and adults engaged in a variety of activities. Illustrations are good from an artisitc standpoint and a variety of physical types of different racial and ethnic groups are depicted. Both children and parents are shown in situations of interracial contact and "working mothers" are shown on one page. The book stresses interpersonal cooperation, introducing little material on the social world of the urban, minority child.

Marcus, Lloyd. The Treatment of Minorities in Secondary School Textbooks. Anti-Defamation of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016. 1961. 64 pp. 50 cents.

A follow up of a 1949 study of the treatment of Jews, Nazism, American Negroes and immigrants in textbooks used widely in high schools in the United States. Forty-eight history, social problems and social studies texts are surveyed for inclusion of information, accuracy, balanced positive and negative material, avoidance of stereotypes, factual and objective material, frank treatment of the social evils involved in minority-majority relations, and presentation of meaningful units of information. The survey is of particular interest to history, civics and social studies teachers, and to librarians and persons involved in the selection of textbooks or supplementary reading materials for the classroom.

Meindl, Robert J. et al. "The Negro and The High School Text." Wisconsin: Education Committee of the Green Bay/De Pere Chapter, NAACP, March, 1965. 33 pp. (mimeo). Available from the author, c/o The University of Wisconsin, 1567 Deckner Avenue, Green Bay, Wisconsin 54305.

University of Wisconsin and St. Norbert College staff review and analyze the inaduquacies of 13 high school sociology, political science, history and American literature texts used in several Wisconsin schools and in many other areas. The inadequate portrayal of the Negro in history, culture, and the civil rights movement is pointed out, and supplementary readings are recommended. The report presents insight into the need for realistic portrayals of minorities so that students may be properly educated for citizenship in a multi-racial country.

Stampp, Kenneth M. et al. "The Negro in American History Testbooks," Integrated Education, 2:9-26, October-November, 1964. Also available in pamphlet form from the California State Department of Education, Max Rafferty, Superintendent of Public Instruction, Sacramento, California 95801.

A panel of six University of California historians review American history textbooks most widely used in the State of California, from the standpoint of the accuracy of their treatment of the beginnings of slavery, the plantation system, the Civil War, Reconstruction, and the general participation of Negroes in American Life. Discussion of the broad issue of distortion and inaccuracies in textbooks is excellent; the report contains substantive material which refutes errors and ommissions common to public school texts throughout the country.

## SUPPLEMENTING EXISTING CLASSROOM MATERIAL

Baker, Augusta. Books About Negro Life for Children. New York Public Library, Fifth Avenue and 42nd Street, New York, New York 10001. 1963. Revised. 33 pp. 35 cents.

"Books for children that give an unbiased, accurate, well-rounded picture of Negro life" in America, the Caribbean Islands and Africa are grouped by age level and type. The author includes picture books and readers, story books for different age levels, and books of folklore, biography, travel, history, poetry, science, songs and games. Several factors were considered in selection: language (treatment of dialect, particularly), theme, and illustration. Prices of the books are listed.

District of Columbia Public Schools. The Negro in American History. Washington, D.C.: Director of Curriculum, Public Schools of the District of Columbia, 1964. 130 pp.

This is a curriculum resource bulletin on American Negro history for use in secondary schools. It is to be used to supplement basic text material, to present the Negro as one of many ethnic groups that have contributed to the development of America. It begins with "exploration and colonization, 1450" and goes through the present. An annotated bibliography is included.

Meyer, Howard N. "Tokens of Truth," Integrated Education, 1:27-33, February-March, 1965.

Meyer presents a review-essay on three supplemental bulletins on Negro history developed for use in the Detroit, New York and Washington, D.C., public schools. (The New York and Washington bulletins are listed here.) Meyer first reviews tendencies toward distortion in current history texts, due to omission of fact and inclusion of half-truths. He then says active reconstruction of history books is necessary, rather than the mere use of supplemental materials alongside inadequate books. Traditional half-truths still linger in the supplemental booklets, leaving us with "a bundle of token truths."

New York (City of) Board of Education. The Negro in American History. Curriculum Bulletin No. 4. Board of Education, 110 Livingston Street, Brooklyn, New York 10001. 1964. 158 pp. $1.00.

This booklet is "designed to give teachers a broader and more factual statement on Negro in our nation's history" as a basis for presentation in the classroom. Slavery in the Old World through the present-day quest for equality is covered. The material was prepared to assist the teacher in instruction on the contributions of minorities to American life. A bibliography of sources on Negro history is included.

New York Public Library. The Negro in the United States. A List of Significant Books. New York Public Library, Fifth Avenue and 42nd Street, New York, New York 10018. 1965. Ninth Revised Edition. 24 pp. 50 cents.

This annotated bibliography stresses "current situations, problems, and solutions" but also includes many references which cover the history of the Negro and Negro-white relations in the United States. A wide range of selections are grouped under the following headings: Past Re-Examined, National Cahllenge, Equality Now, Intergroup Relations, Biography, Literature, and Music and Art. Titles included are marked with an asterisk. For teachers broadening their backgrounds, high school and college students.

"1965 Negro History Study Kit." Associated Publishers, 1538 Ninth Street, N.W., Washington, D.C. 20201. $6.00.

A kit for teachers prepared by the Association for the Study of Negro Life and History. The kit focuses on Negro History Week, which the Asosciation founded, containing pictures of outstanding Negroes, biographical sketches, discussion of the study of Negro and African history, and suggestions for school and classroom activities during Negro History Week. Publications of the Association and information about its program are included. A similar kit is prepared each year.

Redden, Carolyn L. "The American Negro: An Annotated List of Educational Films and Filmstrips," Journal of Negro Education, 33:79-82, Winter, 1964.

A list of 23 films classified under the headings of education, health, housing, leaders and leadership, and socio-economic conditions. Annotation includes date, publisher, cost of purchase and rental, audience level, length, and main focus of film. The focus is on Negro life, although the section on "education" concentrates mainly on desegregation. Dates of the films range from 1938 to 1959. Films not usually found in lists concentrating on intergroup relations are included. The films were not previewed by Redden.

Rollins, Charlemae. "Books About Negroes for Children," ALA Bulletin, 53:306-309, April, 1959.

A children's librarian in the Chicago Public Library assesses the growing number of books for children which avoid racial stereotypes and present Negro life objectively. Titles of especially good books and selective lists of children's books which can be obtained from agency sources are mentioned.

Sellinger, Stuart. "Civil Rights of the Negro in the United States," Childhood Education, 41:222, January, 1965.

A brief description of a project involving films, discussion, research, and assembly programs for 6th graders in an all white community on the outskirts of Bridgeport, Connecticut.

Walton, Jeanne. "The American Negro in Children's Literature," Eliot-Pearson School Bulletin, Book 16, Volume VI, No. 2:2-6, February 1964. Available from the Eliot-Pearson School, 177 College Avenue, Medford, Massachusetts 01101, 15 cents; and from the Equal Educational Opportunities Program, U.S. Office of Education, Washington, D.C. 20202.

A Negro school teacher discusses the shortcomings of most literature with respect to the American Negro and points out how a teacher should deal with these shortcomings in presenting material in the classroom. She urges using literature which deals more realistically with the struggles and problems of Negroes in our society and using this material as a springboard for discussion. A list of ten books for children (and several for adults) follows the article.

Zenith Books, Doubleday & Company, 277 Park Avenue, New York, New York 10017.

A new series designed especially for use in social studies and English courses. Written at a sixth grade level under the co-authorship of an historian and professional writer, the books will tell the story of American minorities and their heritage, particularly the history of the American Negro and his African predecessors. Nine titles are projected for 1965, most of them featuring American Negro and African history. Later titles will focus on Puerto Rican, Mexican, Indian and Chinese Americans. The books are illustrated and will contain about 128 pages each. A teacher's manual for the entire series is available, with a supplement for each of the books. John Hope Franklin and Shelley Umans are general editors of the series. The two titles now available are:

McCarthy, Agnes and L.D. Reddick. Worth Fighting For. A History of the Negro in the United States During the Civil War and Reconstruction. 1965. 118pp. Hardback, $2.95. Paperback, $1.45.

This book recounts the American Negro's struggle for full status as a soldier in the Civil War, the contributions of Negroes to the War effort, the work of the Freedman's Bureau after the War, progress toward equal citizenship during Reconstruction, and the collapse of Negro rights with the change in Federal policy. As background for the Civil War-Reconstruction story, the authors recap the Negro fight for freedom prior to the Civil War, describing briefly slave revolts, abolitionist efforts and the Underground Railroad.

Chu, Daniel and Elliott Skinner. A Glorious Age in Africa. The Story of Three Great African Empires. 1965. 120 pp. Hardback, $2.95. Paperback, $1.45.

An anthropologist and an editor with Scholastic Magazines tell about three West African empires that were at their peak between the eight and sixteenth centuries--Ghana, Mali and Songhay. They briefly survey the origin and development of these kingdoms, which rose in succession after 700 A.D. The authors devote some attention to trade, inventions, the use of economic resources, and migrations, as well as telling the story of the rulers who came to power and the battles which enabled these empires to expand.

## SOURCES OF CONTINUING INFORMATION

Integrated Education. A Bi-monthly periodical published by Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604, $4.00 per year. Issues contain news of recent developments in school desegregation, research findings, case materials, discussions of problems and issues, and a bibliography of current literature on school integration. Emphasis is placed on Northern problems, but much of the material cuts across regional lines, and is applicable to the South.

Journal of Negro Education. A quarterly review of problems incident to the education of Negroes published by the Bureau of Educational Research, Howard University, Washington, D.C. 20201, $4.00 per year. Problems of segregation and desegregation in public and private schools in both the North and South are analyzed in each issue, and the special summer yearbook often concentrates on a particular problem or complex of problems with respect to desegregation. The Journal also reviews current literature and trends in Negro education and disegregation.

Race Relations Law Reporter. A quarterly published by Vanderbilt University School of Law, P.O. Box 6156, Acklen Station, Nashville, Tennessee 37202, $5.00 per year. This journal digests court decisions, administrative agency rulings, and opinions of attorneys general in the area of race discrimination, segregation and desegregation, including those affecting education. A good source for tracing legal developments in desegregation.

## II

## SELECTED ABSTRACTS FROM THE ARKANSAS R.C.U. LIBRARY MICROFICHE COLLECTION ON THE DISADVANTAGED

**This section contains a sampling, 50, abstracts from a collection of 1,740 complete works available in microfiche form in the Arkansas R.C.U. library. These abstracts are included in this bibliography to illustrate the types of information and topics dealt with in the collection.**

**A complete list of the documents in the "Disadvantaged" collection may be obtained by ordering the ERIC CATALOG OF SELECTED DOCUMENTS ON THE DISADVANTAGED, NUMBER AND AUTHOR INDEX. This catalog is available from the U. S. Government Printing Office, Washington, D.C. for sixty-five cents ($0.65). (Superintendent of Documents Catalog No. FS. 5.237:37001). Included in the catalog are the respective microfiche and hard copy prices for each document.**

**Only the first abstract included below will be reproduced with all items of information included. For the sake of brevity, other entries in this section will be given with only document number, author, title, and text of abstract.**

ED001016, Ford Foundation Pilot Project, DEVELOPING AN EDUCATIONAL PROGRAM ADAPTED TO THE NEEDS OF THE CULTURALLY DIFFERENT.

As part of the Great Cities Program for School Improvement, the Buffalo Project was designed to attack the social inertia, low degree of interest, achievement and progress, and uninspired motivational patterns characteristic of children from a community low on the socio-economic scale. This was sought through an enriched school program of teaching, coaching, teacher training, and community interaction, as well as assistance from community agencies and community involvement through a visiting social worker and other agencies. The needs, abilities, and talents of the children involved were identified and a program of education and community interaction to meet these needs, abilities, and talents was developed. Objective and Subjective means of evaluation were used. A neighboring school was given similar tests for control purposes (School #47). Additional staff for the project included a reading consultant, a remedial reading teacher, a speech therapist, an additional arts teacher, an additional music teacher, a part-time arithmetic coaching teacher, and a school social worker. Both objective testing procedures and subjective evaluation by the faculty showed significant improvements in progress and attitudes for all but a small percentage of children. Significant among the achievements of the additional staff were those of the school social worker. Overall evaluation of the program shows an apparent two months additional progress in every four months of the program at little additional cost - about 20 cents per day per child or ten cents per child per month of progress in excess of the normal rate of progress. Included is a statement of methods, procedures, evaluations, observational data for the one school term of operation, and a statement of action. (Tables show comparisons between experimental school and similar control).

ED001023, Subcommittee on Textbooks of the Research Council of the Great Cities Program for School Improvement, POLICIES AND PROCEDURES FOR THE SELECTION OF TEXTBOOKS IN GREAT CITIES.

Most suggestions for textbooks changes emanating from citizen's groups concern three items: the degrees to which content is relevant to all elements of society, to the conditions of all society and to values reflective of the American way of life.

All public school systems of the Great Cities employ similar criteria in making textbook selections. Present practices of the Great Cities are discussed in relation to the Pittsburgh Resolution, a policy of positiveness (e.g., what should be included in a textbook rather than what should not be). The role textbook publishers have played in determining the characteristics of textbooks available for use in urban schools is of major concern.

Specifications of textbooks (e.g., their size, weight, thickness) and problems concerning the specifications are described.

A guide for the selection of textbooks, ways of defending textbooks should they be attacked, and an explanation of the Pittsburgh Resolution are presented. The thirteen recommendations made involve increased organizing attempts by the Great Cities aimed at improving the quality of textbooks.

ED001024, Saltzman, Henry, GREAT CITIES SCHOOL IMPROVEMENT PROGRAM.

To compensate for the effects of environmental deprivation, a number of large cities have developed programs for school children. Certain assumptions and principles must be accepted before the programs can materialize.

In Buffalo, teachers are revising curriculum for the culturally deprived in language arts, mathematics, science, and social studies. Improving reading skills is the focal point.

In Chicago, prevention of drop-outs can be achieved by remedial instruction, intensive academic and vocational guidance, practical job training, and cultural enrichment for over-age elementary school students.

In Cleveland, a "port of entry" project helps migrant children and parents adjust to urban life.

In Detroit, personnel is added to the staff of one senior high, four elementary, and two junior high schools. These new specialists are school-community agents, visiting teachers, and coaching teachers.

In Milwaukee, special teachers are assigned to help in-migrant children learn the basic skills, provide them with cultural enrichment, and help in their social adjustment.

In Pittsburgh, team-teaching is used in eight elementary and one junior high.

In Philadelphia, neighborhood residents are used as school-community coordinators and to improve the teaching of reading. In San Francisco, the project seeks to improve the reading and language skills in two elementary, one junior high, and three senior high schools.

In St. Louis, experimentation with work-related school programs reduce the drop-outs.

ED001032, IMPROVING ENGLISH SKILLS OF CULTURALLY DIFFERENT YOUTH.

This bulletin consists of excerpts of formal talks presented at a conference on improving the basic English skills of culturally different youth in large cities. Its purpose is to help teachers, supervisors, administrators, and other educators in recognizing and improving the unique problems which arise in teaching these disadvantaged children.

A general look at the problem of culturally different youth reveals the basic truth that this group of children constitutes a significant segment of the public school population, and that they come to school with special needs, abilities, attitudes, and linguistic disabilities. All these aspects must be approached sympathetically by devoted teachers who are trained in understanding the basic motivations of this youth group. Such teachers have made significant progress in teaching these students.

Reports of specific programs in Detroit, Houston, Philadelphia, Chicago, and New York are described and may serve as patterns for other large cities. Also discussed are special preservice and inservice teacher-training programs, procedures and materials for improving English skills, and the utilization of special materials, smaller class size, and additional personnel to provide more successful programs.

The effectiveness of teacher-training, learning methods, and classroom programs for the culturally different youth is based on the recognition that those whose beliefs do not conform to the dominant culture are not without culture, but possess a different subculture.

ED001035, State Committee on Human Relations, OUR GREATEST CHALLENGE: HUMAN RELATIONS GUIDE TO INTERGROUP EDUCATION IN SCHOOLS.

The classroom techniques for intergroup education are divided between elementary and secondary grades. In elementary grades, special techniques are applied to social studies, language arts, science, mathematics, art education, music education, health and physical education.

The techniques in the secondary schools are applied to U. S. History, world history, and world cultures, civics, problems of American democracy, geography, economics, English, modern foreign languages, science, mathematics, vocational arts, music, and physical education.

Group life in school as well as intergroup relations is explained. The role of the teacher and the administration are presented.

ED001039, Mitchell, Charles, THE CULTURALLY DEPRIVED - A MATTER OF CONCERN.

Many large cities across the nation have concentrated areas of families whose children are severely hampered in their schooling by a combination of community, home, and school conditions. In order to alleviate some of the problems, the Detroit Project has developed and tested a five-part program. Part One is concerned with teacher orientation and training through workshops and the distribution of a monthly paper to staff members. Part Two involves the improved use of instructional material and equipment and the development of materials adapted to the needs of the culturally deprived child. Part Three involves the modification of organizational patterns within the schools to produce more flexibility in programming (i.e., block-time programming, pre-school programs for young children, bus trips, and camping experiences). Part Four deals with the assignment of extra personnel to each school such as coaching teachers, visiting teachers, and the school-community agent. Part Five concerns the involvement of public and private agencies and the development of school-home-community reinforcement activities. Need for changes in the urban schools are recognized, since previous unrealistic and ineffective schooling has left far too many children with lives that offer little scope and meaning. Schools must give children access to economic, social and ethical adjustment and development.

ED001048, Philadelphia Public Schools, A SUPPLEMENT TO ENGLISH, AN ADAPTED COURSE, GRADES 10-12: COLLATERAL READING AND AUDIO-VISUAL INSTRUCTION.

An annotated bibliography of "easy-reading" books to be used by teachers in aiding senior high school students of limited verbal ability to find books for themselves is presented. In general, less able readers of high school age are attracted to short books with attractive, colorful jackets, and striking titles which give some clue to their content. It is the teacher's responsibility to identify each pupil's interest and to help him find appropriate books. The teacher should seek the cooperation and help of the librarian. The listing is made by the author in the areas of fiction and nonfiction and in interest areas of both boys and girls.

The second part of the text deals with the availability and use of audio-visual aids in developing the needed skills of the students with low language and reading ability. Lists of available resources and suggested activities are included with the teaching techniques.

### ED001076, Human Relations Unit, Board of Education, The City of New York, BRIDGES TO UNDERSTANDING: TEACHER ORIENTATION AIDS.

Teacher aids to help students develop a greater understanding of other people are given. After presenting a background on the Negro's role in American history, the guide offers a set of discussion questions. A section on the Puerto Rican is offered in the same teaching style.

Guides on teaching the culturally different child are presented, emphasizing the home-school partnership.

A booklist on human relations and a list of instructional films are appended.

### ED001077, PROVIDING OPPORTUNITIES FOR DISADVANTAGED CHILDREN.

The term "disadvantaged" is used to represent environments that are inadequate for a full life. Included would be groups identified as migrants, lingually disadvantaged, culturally deprived, and educationally disadvantaged. A culturally disadvantaged child is unable to conform to present group expectancies. This workshop report is the result of one group's efforts to consider the problem of how the school may aid the child to achieve greater levels of competence and some of the views about how the responsibility might be met.

A curriculum is sought to help the young determine which cultural aspects might best perpetuate out democratic order and society. Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The disadvantaged child needs to understand the pressures to conform, coming from the conflict between school, peers, and the community. The disadvantaged child must have the opportunities to learn to enjoy life, to do the best for society.

Through curriculum adaptations cultural competence can be achieved for the disadvantaged child. In order to adapt a curriculum we need to understand the child more fully and be aware of the areas in our culture which call for competence, such as classroom climate in early education, and language teaching. Methods and exercises for these areas are suggested in the school and classroom. Programs that should be included in elementary and secondary schools are listed.

In conjunction with the disadvantaged child, cultural variations in the cultures of the southwest are discussed and the use of a checklist of Reading Skills with Migratory Children is given.

### ED001080, EASTERN MICHIGAN UNIVERSITY'S WORKSHOP ON THE DROPOUT.

A workshop dealing with the high school dropout was held for purposes of disseminating information and reviewing research in this field. Attempts to provide for the dropout in the high schools are not new, but the basis for implementing a successful program has been found to be teacher acceptance of the student on student terms. All efforts to provide for individual differences help reduce the number of students leaving prior to graduation. The problem should have the combined efforts of school, home, and community.

A significant question to be posed is: How may school attendance be perceived as a desirable and productive experience by the student? Working papers explore such areas as: reading competency as a factor in school dropouts, the role of the elementary schools, the impact of guidance on the dropout problem, new programs for dropouts, responsibilities of parents and community, and socio-economic characteristics of dropouts.

Participants were given an opportunity to evaluate the session. Evaluation forms are included in the appendix.

ED001085, School Board, The El Paso Public Schools, A MANUAL OF MATERIALS, AIDS, AND TECHNIQUES FOR THE TEACHING OF SPANISH TO ENGLISH-SPEAKING CHILDREN: GRADE THREE.

The emphasis is given to pupil participation and the beginning of informal writing and reading. Children with two previous years of oral Spanish can be taught to read the written symbols from an association of the written word with the oral word. A clear understanding of Spanish vowel sounds is necessary for this transition. Oral recognition and visual concept of the "sound" are accomplished by having the teacher write the word on the board after pronouncing it. A vocabulary notebook is recommended, but no copying or reading of long sentences should be attempted. The objective in third grade is to use known expressions in new situations and to write them for oral and visual emphasis. Additional classwork contains units based on experiences familiar to the children. Songs are listed in the appendix.

ED001095, El Paso Public Schools, GUIDELINES FOR PROJECT HEADSTART COUNSELORS.

The goals of Project Head Start are to develop in the child and his family a responsible attitude toward society, to help both child and family gain self-respect and dignity, to pinpoint the actual needs of children and families, to inform families of available social services and to provide help so that the family may apply for and use available services. Desirable qualifications for counselors are a thorough knowledge of and training in early childhood development and an awareness of the problems of culturally deprived children. The duties of the counselors involve activities as guidance consultant, social worker and school psychologist, and include appraisal service, assistance, inventory service, communication with parents, referral service, consultant services, coordination of school assistance available, and research. Cooperation between the counselor and teacher in the classroom and the school office can help to identify children experiencing school difficulties. The counselor, teacher and administrator working together in the school office are able to refer pupils to specialists in outside agencies.

An outline of suggested activities for counselors is included.

ED001105, Action for Boston Community Development, Inc., FOURTH DRAFT: EXPERIMENTAL SCHOOL ADJUSTMENT COUNSELOR PROGRAM IN THE BOSTON PUBLIC SCHOOLS PROGRAM AND RESEARCH DESIGN.

Many elementary school children in the disadvantaged areas of Boston manifest serious emotional and behavioral problems which hinder their performance in school and often negate the value of the school's educational program. Factors in the home and neighborhood environment often cause problems such as antagonistic behavior in school, abusiveness to other students, lack of respect for authority, aggressive and hyperactive behavior, temper tantrums, sadism, and obscenity before peers and teachers. In the upper elementary grades, such children tend to be truants and to appear frequently in courts on charges relating to delinquency acts.

A pupil adjustment counseling program has existed in Boston for some years. Pupils are referred only through the principal, and the number of students assigned to each counselor is about 15,000. Both the established and the experimental school Adjustment Counseling Programs focus on the identification and treatment of behavioral and other personal problems which interfere with a child's learning process or with the learning of other children associated with him.

The experimental program provides a much smaller ratio of students to counselor. This should make possible service for more children, earlier detection and treatment, and more frequent contact with families of the children and community agencies. Pupils will be referred directly to the counselor by teachers. Closer contact between teachers and adjustment counselors will enable teachers to deal with some behavioral problems and troublesome situations in the classrooms themselves. The typology manual which is included contains descriptions of problems, and procedures to be followed by the counselor in working with teacher, child, parents, and other special resources. A research design for an evaluation of the program is given. By comparing experimental with control groups, the evaluation should determine the amount of change due to both the small counselor-student ratio and the new referral system.

ED001119, Taba, Hilda, CULTURAL DEPRIVATION AS A FACTOR IN SCHOOL LEARNING.

To provide a theoretical orientation for programs dealing with culturally deprived children, four questions are explored: 1) What is the situation? 2) What are the social and psychological factors which account for it? 3) What is the educational problem? 4) What is the task of the school?

Several factors account for a problem with culturally deprived children. The larger school populations in the cities, resulting from large migrations from foreign countries and rural areas, and causing unemployment and culture mixtures, and the efforts of the schools to educate all children have brought this problem to the forefront. As these conditions increase the distance between the school culture and that of the home and the neighborhood increases. Because of this, the usual problems of the big city schools are magnified.

The first step in finding a solution to the problem is to find the relationship between cultural background and school learning. The culturally deprived child seems disadvantaged in every area. Lack of basic skills; lack of readiness for school; lack of experience in reasoning, conceptualizing, language manipulating and social learning generates hostility to school, teachers, and the whole business of learning.

Therefore, schools for culturally deprived children should be supplementary and counteract the social learning of these children if they are to have an equal opportunity to learn. Schools should fill the gaps left by social learning at home and mend the conflict between the culture of the home and that of the school.

### ED001120, Kvaraceus, William C. et al, NEGRO SELF-CONCEPT: IMPLICATIONS FOR SCHOOL AND CITIZENSHIP.

Three sections are presented: 1) The Self-Concept: Basis for Re-Education of Negro Youth 2) Political Socialization of Negroes: Image Development of Self and Policy 3) Negro Youth and Social Adaptation: The Role of the School as an Agent of Change.

Some of the issues discussed are: that the problem is one of disadvantaged youth as well as a specific racial one, that the pace of the Negro revolt and social change is increasing, that the schools are intricately involved in a social revolution, and that the Negro has a problem of finding a sense of self as he moves up the social structure.

Proposals for changing social-civic process involve more effective politics, greater use of the school, community events (like boycotts and sit-ins), parental action regarding the school, and involvement with municipal, county, and state government units.

### ED001132, Barker, Roger G. et al, BIG SCHOOL - SMALL SCHOOL. STUDIES OF THE EFFECTS OF HIGH SCHOOL SIZE UPON THE BEHAVIOR AND EXPERIENCES OF STUDENTS.

Studies were made in Kansas high schools to determine the effect of school size upon the behavior and experiences of students. The following areas were considered: the schools involved in the study, the data gathered from records and research, out-of-school activities, and the place of high school students in the total life of four small towns.

The assumption that a rich curriculum, varied extra-curricula activities, and good facilities necessarily mean rich experiences for the students is refuted. This refutation arises from the confusion between facilities and experiences. Most of the studies showed that the greatest participation in student government and extra-curricula activities, the largest percentage of students assuming leadership positions and responbility, the most use made of a variety of courses offered, and the greatest involvement in community life came from those small school - small town adolescents.

Schools are specialized environments established in order to produce certain educational opportunities and effects. However, without student participation, enthusiasm, and responsibility the educational process is not fulfilled, regardless of excellent facilities. Therefore it appears that increasing school size, in and of itself, is a relatively ineffective means of achieving richness and variety in education.

### ED001138, A CONFERENCE ON RESEARCH ON THE EDUCATION OF GIFTED CHILDREN.

The objectives were to find further needs and trends in research, examples of research to show direction for further investigation, and exchange of ideas. There were three generally accepted assumptions that brought about many ideas for research in the area of gifted children as well as children at all levels of ability. These were: 1) Intellectual talent should be considered multidimensional and needs to be in some respects redefined. 2) Intellectual talents are, to an unknown extent, capable of modification. 3) There exists a close relationship between motivation and personality variables and the development of intellectual abilities. Giftedness, factors related to cognitive development, social and educational environment, the culturally disadvantaged, research strategies and miscellaneous problems were the areas discussed.

ED001145, Kennedy, Wallace A. and Willcutt, Herman C., MOTIVATION OF SCHOOL CHILDREN.

An extensive review of the relevant literature since 1900 seems to indicate that in some way there is an interaction between intelligence, age, social group, and the effects of praise and blame on school children. Inconsistencies in experimental factors have prevented the making of any definitive statements regarding the problem.

An investigation of the effects of praise and blame on a discrimination task under the variables of grade, intelligence, sex, social class, school and examiner was made. Seven hundred and twenty subjects were drawn from a large southern metropolitan area were divided into groups based upon three reward conditions, four grade levels, three levels of intelligence and two races. Although all of the subjects could solve the task used in this study, the speed with which it was solved was highly variable. The analysis of this variance was the major statistic of the study. Instruments used were the California Test of Mental Maturity to establish intelligence level; a Wollensak tape recorder to monitor all tests; an Esterline Angus 20-pen recorder to record all subject and examiner responses; and a four-key discrimination box designed for the study. The 32 oddity-problem stimulus cards presented four patterns one of which was different from the others. The problem was to identify the odd pattern as quickly as possible. Between trials some subjects were given blame, some praise and told to do better, and the controls were asked questions of a biographical nature. All subjects given praise responded with decreased mean reaction time on trial two. Out of all the analyses of variance done the most striking finding was the consistency of the effects of blame and praise, irrespective of some rather basic differences in subject variables. The conclusion was that in situations involving perceptual motor skills, with speed as the criterion measure, reproof should have a debilitating effect upon performance while praise results in a somewhat higher increase in performance than that coming from practice alone.

ED001192, Gifted Child Committee of the California Association of School Psychologists and Psychometrists, Sacramento, California, THE SCHOOL PSYCHOLOGIST AND THE EDUCATION OF GIFTED CHILDREN.

In identifying the gifted child, the teacher should be alert to whether the child learns easily and rapidly. Another factor that can be used to help identify the gifted is a child's high energy and a large vocabulary. Also important are the child's unusual power of observation, intellectual curiosity, unusual power of concentration, and creative or unusual ideas. Testing should be used for all gifted pupils in order to determine more accurately the level and character of their intellectual functioning.

Contacts with the parents are necessary because they assist parents in working properly with the child and they secure information which will be of service in planning the child's educational experiences.

Areas suggested to discuss with parents were listed and included such subjects as academic achievements, hobbies, attitudes toward the schools, and motivational problems. Forms used for gathering information about the gifted child asked for basic information, the child's history, a health report, and a pupil interest survey.

ED001230, Fox, Robert S., Lippitt, Ronald O., and Schmuck, Richard A., PUPIL-TEACHER ADJUSTMENT AND MUTUAL ADAPTATION IN CREATING CLASSROOM LEARNING ENVIRONMENTS.

An analysis of the dynamics if the learning situations in a variety of public school classrooms was undertaken. The focus of the project was to make a comparative analysis of the patterns of cooperation or alienation among parents, teachers, peers, and individual pupils which create learning cultures of different productivity in various classrooms. The data for the study was collected from questionnaires and group interviews with pupils, questionnaires and interviews with teachers, and a brief period of classroom observation for each of the 30 classrooms studied including both elementary and secondary levels. Pupils rated themselves and their peers on several social and intellectual factors and responded to items regarding themselves, their peers, parents, and teachers. Several strong relationships were found between pupil characteristics and their parental, peer, and teacher influences. A few of the results were as follows: 1) parents who are perceived by their children as supportive of school life have more formal education than those who are indifferent or non-supportive, 2) associations exist between actual liking status and attitudes toward self only for pupils with high potency of involvement in the peer group, and 3) girls utilize their intellectual abilities more highly than boys. Sample forms of questionnaires used are included.

ED001311, Karnes, Merle B. et al, FACTORS ASSOCIATED WITH UNDERACHIEVEMENT AND OVERACHIEVEMENT OF INTELLECTUALLY GIFTED CHILDREN.

The relationship of certain variables with the academic achievement of pupils of superior intellectual ability was presented. The hypothesis used was that high achieving academically gifted pupils compared to low achieving academically gifted pupils received the benefit of more favorable parental attitudes; the pupils perceived themselves as more accepted and more intrinsically valued by their parents, were more creative, more socially mature, and more realistic in their self-concepts.

Pupils used came from two large elementary schools and were screened by the 1937 Stanford-Binet Intelligence Test. Forty-one overachievers and forty-one underachievers used were differentiated by grade achievement.

Parents attitudes were measured by the Parental Attitude Research Instrument and the Attitudes of Parents Scale. Perceived parent attitudes were measured by the Perceived Parent Attitudes Scale. Other tests were California Test of Personality, Rogers Test, and Quilford Tests.

Results of the investigation showed that parents of overachievers were less authoritarian-controlling and less hostile-rejecting. The overachieving pupils felt more accepted and intrinsically valued by their parents, as well as feeling more accepted by their peers. These pupils also had a more realistic self-concept. They were no different from the underachievers in social maturity but they had a higher degree of creativity.

Implications of findings for educational programs were in areas of administrative and organizational planning, methods, teacher, and materials.

ED001317, Montagu, Ashley, WHAT WE KNOW ABOUT "RACE."

A discussion on the various races was presented. Statistics showed that likenesses among groups were about 95%, while differences were only about 5%.

From the biological standpoint, there were no physically inferior or physically superior racial traits. There was no proof that "race" and intelligence were linked. Rather evidence showed that between one ethnic group and another the biological endowment for intelligence was much the same; by intelligence was meant the ability to make a successful response to a situation.

In a comparison of Negro and white babies up to their first year, the Negroes, both in physical and psychological development, did as well as the white babies. The Negroes were just as intelligent and as well developed as the white babies. Thus if the environment was equalized for the two groups, the performance, both physically and psychologically, of the members of each group would usually be equalized.

Besides the influence of environment, use of intelligence tests had the effect of showing differences between ethnic groups. But to apply some intelligence tests to other ethnic groups is unfair; for most intelligent tests are not culturally free or culturally fair.

High intelligence was not the monopoly of any one ethnic group. What was often the monopoly of one ethnic group was the control of opportunity in such a manner as to afford its benefits to its own group while excluding other groups from enjoying them. Under such conditions the group that was unfavorably discriminated against did not as well as the group that apportions the major benefits to itself.

ED001325, Los Angeles City School Districts, GUIDANCE OF GIFTED PUPILS.

The general objectives of education for gifted pupils do not differ materially from those for all pupils; every child should be helped to make the most of his potentialities. With academically talented students, the following goals need special emphasis: achievement of basic skills of learning to the fullest extent of the pupil's ability, development of critical thinking ability, provision of opportunities for creative expression.

Important aspects of guidance for gifted pupils are discussed. 1) Identification. Use of specific achievement and intelligence tests along with observation by teachers and parents are suggested methods of identifying the students. 2) Planning. In order to provide special opportunities for these students, such methods as cluster grouping, special interest clubs, enrichment programs, accelerated classes, summer school, and separate classes are available for individual school needs. 3) Working with parents. Ways of implementing teacher-parent cooperation are explored.

A major problem in identifying and working with gifted pupils is underachievement. Motivating underachievers should be a major concern of the school. Three case histories of underachieving gifted pupils are included in the appendix as a guide.

ED001327, Hutchinson, Linn and Committee, WORK EXPERIENCE EDUCATION FOR THE EDUCABLE MENTALLY RETARDED.

The work experience education program for the educable mentally retarded is designed to prepare the student for economic self-sufficiency in the adult world. The program aims to develop competency in personal habits, academic skills, and social relations. Each student in the special work experience program profits by occupational information, vocational guidance, vocational training, job placement, and academic training.

The special education teacher is the key individual around whom the successful work experience program revolves. The teacher must have sufficient time to plan, to supervise, and to follow-up if an adequate program is to be initiated and maintained. Another major staff member is the work experience coordinator. The general duties of this individual include "selling" the program to school administrators and the community, finding places of employment and screening pupils for jobs, and supervising the students on the job.

Work experience education should be a required course of eligible educable mentally retarded students 16 years of age or older. Five units of credit per semester are received for the course. Before starting such a program one should become familiar with pertinent state and federal laws that outline student qualifications, limits of work loads, supervision, school credit, and other aspects. Three types of insurance should be considered by schools and employers for work experience students. The types are: accident insurance, general liability insurance, and workmen's compensation.

ED001348, Bernstein, Basil, LINGUISTIC CODES, HESITATION PHENOMENA AND INTELLIGENCE.

The study attempted to relate the degree of speech fluency to social relationships and behavioral patterns of the speaker.

The form of the social relationship acted selectively on the speech possibilities of the individual and again in some way these possibilities constrained behavior. The social structure transformed language possibilities into a specific code which elicited, generalized, and reinforced those relationships necessary for its continuance.

Two general types of code could be distinguished, elaborated and restricted. They could be defined, on a linguistic level, in terms of the probability of predicting for any one speaker which structural elements would be used to organize meaning. In the case of an elaborated code, the speaker would select from a relatively extensive range of alternatives, and therefore the probability of predicting the pattern of organizing elements was considerably reduced. In the case of a restricted code, the number of these alternatives was often severely limited, and the probability of predicting the pattern was greatly increased.

ED001361, Biddle, Bruce J., and others, STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER, VOL. D: BIBLIOGRAPHIES ON ROLE METHODOLOGY AND PROPOSITIONS.

At present, role theory is moving toward a more eminent position in sociology. Role theory has definite and basic distinctions with respect to persons, number, background, characteristics, and cognitions. The bibliographic studies of previous research in the role area are presented. Focus is on the previous use of role methodology and propositional structure in role theory. Coding instruments used are explained. Conclusions are set forth explaining propositionary structures in role theory as well as reasons for the scarcity of such propositions. An extensive coded bibliography is presented for role propositions. Numerous figures, tables and charts are included in the text.

ED001382, Storen, Helen F., READINGS IN INTERGROUP RELATIONS.

Noting that the field of human relations has received more attention in the last generation than ever before, the National Conference of Christians and Jews has revised its 1956 edition of selected reading literature. Readings are divided into seven categories: Prejudice--causes, prevention and cure; Religion--understanding religious groups, church and state, religion and education; Race--understanding the concept of race; Ethnic Groups--immigration; The Negro in American Life; Class; and What Schools and Communities Can Do. A descriptive critique of contents accompanies each document cited. A directory of organizations which serve as resource agencies and an index of reprints, articles and pamphlets to help build better intergroup relations, are included.

ED001394, Schuller, Charles, THE ADMINISTRATIVE PREPARATION OF EDUCATIONAL MEDIA AND SPECIALISTS.

It has been found to be almost impossible to identify "good" characteristics of administrators and to teach these characteristics to graduate students for administration preparation. Therefore, the emphasis of the Michigan State University program for education media specialists is placed upon practical experience of administration within a school situation.

Good administrators need a broad base of education. They should be well versed in human relations and be aware that administration exists solely for the welfare of the student.

The Media Specialist program at Michigan State provides an internship for students in a school system as an integral part of the program. Individual student conferences provide a basis for the University to place the student in a system and provide an actual problem for him to deal with. Class sessions are held in seminar fashion. Class or group visitation to demonstrations of new media techniques occur frequently.

Computers may be used in the future to program problems for students and to analyze their solutions.

ED001421, Miller, S. M., Saleem, Betty L., and others, SCHOOL DROPOUTS: A COMMENTARY AND ANNOTATED BIBLIOGRAPHY.

Research on school dropouts is handicapped in the following areas: definition of the dropout population, inconsistent methods of data collection, inadequate research designs, community variation, variation in type of dropout, and knowledge of the process of dropping out. Dropout groups should be clearly defined, and variation in these groups should be emphasized. School records should not be relied on too heavily. Extensive interviews are effective. Community variations should be considered and generalizations should not be made without these considerations. Research should emphasize the process of dropping out instead of the properties of school dropouts.

The interpretation of results is deeply affected by the elements that produced the research reports. Some things to be considered are: dropout rates, sex, racial and ethnic background, family type, age of dropouts, intelligence and achievement, grade attainment, and reasons for leaving or staying in school.

High-aspiring dropouts who return to school have generally been neglected in research. Training and change at the teacher level is most effective when it is coupled with change at the administrative level. The success of many projects in low-income schools rests with organizational change rather than with the adoption of specific packages of programs.

An annotated bibliography of research on dropouts is included. Major areas are: statement and definition of the problem, social characteristics, profile of the dropout in the school setting, post-dropout attitudes and experiences, action programs and recommendations, and bibliographies on dropouts.

A third section contains annotated references and methodology.

ED001422, Board of Education, SCHOOL TO EMPLOYMENT PROGRAM: ANNUAL PROGRESS REPORT 1961-1962.

An orientation program was designed to assist pupils in developing attitudes, skills, habits, and understanding in work experience, and to provide actual job experience. Objectives were to offer a program for students 15 years of age who had been identified as potential early school leavers. Some of the expected outcomes were establishment of a real goal in life and achievement of work-study habits that would help them achieve their goal.

Features included an educational program individually tailored to meet the needs of each pupil, individual and group guidance for one period a day with emphasis on development of positive attitudes toward school and work, and employment for 20 hours per week in a governmental agency. The students were provided with counseling, and psychological and related school services.

Placements outside of the school included a Neighborhood House, the Zoo, and a Library. A description of one job for a stock clerk helper explained that the student would stock general supplies, unload the truck, file orders, answer the phone, and do general office work.

Materials and procedures used to orient the students included films, tests, field trips, and speakers.

Quotations from students, employers, and parents showed only satisfaction with the program. Some suggestions for future programs included job rotation, inclusion of older students, and expansion of work-experience opportunities to include private employment.

ED001484, Bureau of Community Education, CONDUCTING A PROGRAM OF BASIC EDUCATION WITH ADULTS.

Material is presented to serve as a means of helping teachers to motivate and guide English speaking, under-educated adults towards greater aspirational fulfillment. The basic skills are taught with respect to the needs, interest and experience of the students. Social studies and elementary science understanding provide the contextual background for the literacy teaching. Detailed techniques and course outlines are presented for beginning through advanced levels. Teaching aids such as audio-visual material and reading machines are included in some teaching sequences.

ED001493, BICULTURAL LINGUISTIC CONCEPTS IN EDUCATION: A HANDBOOK OF SUGGESTIONS - PRIMARY TO ADULT - FOR THE CLASSROOM TEACHER, THE GUIDANCE COUNSELOR, THE ADMINISTRATOR.

A summer workshop concerned with the education of the Spanish- and Indian-speaking students in New Mexico and Arizona met in Tucson, Arizona, to establish objectives regarding these children and their speaking problems. The students were dropping out of school as a result of academic and social failure and frustration.

Bicultural guidance, an approach involving both the teacher and the counselor, was suggested. The broad differences in the cultural patterns of value orientation were recognized. Sometimes the teacher may misjudge a student's motivation. The teacher should realize that many culturally different students have a hopeless attitude because of a deep-seated sense of inferiority growing from their competition with Anglo-American students.

In the area of oral communication, the teacher should emphasize intonation-pitch, juncture, and rhythm. He should help students master the skills of grammar, idoms, and idiomatic usage. Enrichment activities, such as cards and films, should be utilized. The use of art and drama for language learning has proven beneficial in the transference of self-developed drawings to verbalization. With the use of drama a plot, once established, could modify and correct poor sentence patterns. In art and drama, cultural values (differences and similarities) could be explained, discussed, and evaluated.

Some of the reasons that Spanish and Indian students have difficulty with language is that they experience basic confusion about speech sounds. Remedial programs should be aimed at the needs of these students.

ED001494, John, Vera P., THE SOCIAL CONTEXT OF LANGUAGE ACQUISITION.

It was suggested that the child, surrounded by a sea of words, sequentially and selectively acquires the nouns, verbs, and phrases of his language as well as gestures, intonations and dialects of those with whom he interacts. The rate and breadth of this acquisition is influenced by the nature of his verbal interactions with those charged with his care. As this process unfolds, certain preverbal experiences are transformed by labeling and categorizing. Thus language is a socially-conditioned relationship between the child's internal and external worlds, and once words have become mediators, the child can effectively change his own social and material reality. The classroom teacher should create a variety of learning contests built around experiences of significance to the children of socially and culturally deprived background.

Major concern is with the hypothesized shift from the child's use of words for labeling specific and often single referents, to his use of words for categories of objects, actions or attributes. The major discussion question initially posed was: If such a shift occurs, does it vary from one social context to another and what are the consequences of such variation?

ED001503, Marcos de Leon, STATEMENT OF PHILOSOPHY AND POLICY AS THEY PERTAIN TO THE ACCULTURATION AND EDUCATION OF THE MEXICAN-AMERICAN.

A statement of principles pertaining to the education and acculturation of Mexican-Americans was presented. Included was acceptance of the reality of the Anglo-Saxon and Hispanic ethic in the Southwest, use of this cultural buffer area as a framework for acculturation of the two groups, and recognition of a functional theory of culture as it relates to the growth of human personality.

Recommendations to further these principles included the implementation of a counseling program. Counselors were to serve as liaisons between the school and community, to strengthen a student's cultural awareness and self-image, and to establish a definite and specific program for compensatory education. Organization of an adult education program is recommended. Also recommended were organization of: an adult education program; guidance and testing services; an expanded vocational program in the high school.

ED001518, Orshansky, Mollie, COUNTING THE POOR: ANOTHER LOOK AT THE POVERTY PROFILE.

Data from the Bureau of Census findings of March 1964 were used in this study. Studies show that a family of four can achieve an adequate diet on about 70 cents a day per person with an additional $1.40 for other items--total earnings of $60 a week. If all families living at less than this level or close to it are included among the poor, there are 50 million such persons, 22 million of whom are young children.

Where the poverty line is drawn, of course, depends upon the criteria used. Among those available are the Department of Agriculture's estimates of family food needs, families chosen as representative types, the income-to-food-expenditure ratio, and the farm nonfarm adjustments, allowing for the lesser need of farm families for cash income. The present analysis draws the line at about $3,130 for a family of four and $1,540 for a single individual. This analysis sets the number of individuals living in poverty in the U. S. at 34 million.

One-half of these persons in family units are less than 18 years of age. Families with a woman as the head are more likely to be living in poverty than those with a man. Similarly, farm families as opposed to non-farm, Negro families as opposed to Caucasions, and large families as opposed to small more often could be characterized as poor. The type of work performed by the income-producing members of the family and the amount of time employed also play a part in determining poverty conditions. About 1 in 7 of the total number living in poverty is classified as aged --5.2 million out of about 34.6 million.

Twenty-seven tables of data are included many of which are constructed from the Social Security Administration index.

ED001525, The University of the State of New York, The State Education Department, Bureau of Guidance, Albany, New York, HELPING EDUCATIONALLY DISADVANTAGED CHILDREN.

Project ABLE, in its effort to aid disadvantaged children, worked with intermediate grade children of low socio-economic background. The personnel involved were classroom teachers, guidance counselors, school psychologists, and reading teachers. The children were helped through such ways as counseling, remedial reading, enrichment activities, field trips, and "team teaching." Parents were encouraged to support the project through home visits, school conferences, and meetings.

The aim of the project was to encourage these children to have a more positive attitude about school and education. At the end of the first year, results of examinations showed that the attitudes of the children, and their parents, had become more positive.

ED001429, Schreiber, Daniel, THE SCOPE OF THE DROPOUT PROBLEM: AN EDUCATOR LOOKS AT THE DROPOUT PROBLEM.

Though the proportion of dropouts in the U. S. is slowly diminishing, the number of dropouts during the present decade is expected to soar unprecedentedly. Of twenty-six million young people who will go from schools into the labor market, 7 and 1/2 million of the dropouts will have had less than eight years of schooling. Until recently the dropout had been counted on to fill a large demand for unskilled labor, but the world in which dropouts today seek entrance has been drastically changed. Automation is demolishing whole categories of low-skill jobs, and creating only jobs requiring high levels of academic background. The dropout problem will not be solved by national proclamation or practices based on national policy statement; instead, local, detailed research is needed to establish programs geared to the needs of the participants in each locality. In New York, it was found that dropout rates tend to run higher in rural and large city schools than in suburban schools, and that dropout rates are related to the occupational status of students' parents. New York has initiated the School to Employment (STEP) Program to smooth the transition from school to work for youngsters who intended to quit, but who are without skills to bring to the labor market. Project ABLE was undertaken to

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develop latent talent among low socio-economic and culturally deprived youngsters, with emphasis on remedial reading instruction, guidance for parents and youngsters, cultural enrichment and team teaching.

ED001531, Allen, Narcia, REACHING GIRLS AND THEIR FAMILIES.

After working with adolescent Negro girls from 12 to 20 years of age, one social worker made several observations on the general characteristics of these girls. About 60 per cent of the girls are in perpetual movement and their attention span is very short. Many of the girls have very indirect and limited communication with people who are not among their close associates. Conflicts between the girls and their families are often so intense that case workers find it difficult to get to know the families through the girls or to arrange a meeting with the mother. Most homes are fatherless.

Several steps are followed by a caseworker as she tries to contact and help girls in need. After first reaching the girl, it is best for the social worker to tell her the truth and let her know that she is there to help her. The next step is to have the girls talk subjectively about themselves and their complaints against different adults, teachers, and members of family. It is then possible to plan wholesome activities--social, cultural, and spiritual--to inform the girls of what is really happening outside of their immediate neighbornood.

There are several changes which can be noticed in the girls after working with the social worker for several years. They are able to talk about each other, in the group and outside, without fighting. They have made a change in their ability to postpone satisfactions and to tolerate frustration. A new concept of time, how to spend time wisely and to plan time schedules, is also a worthwhile change observed.

ED001535, Dean, Stuart E., NONGRADED SCHOOLS.

The two influences that initiated experimentation with the nongraded school were the Quincy Grammar School of Boston in 1848 and concern for individual differences. Discussed in this report was the nongraded type of school organization that allowed a flexible situation and a permissive climate in which teachers could adjust their programs in quantity, rate, depth, and emphasis to deal with the range of individual differences before them.

The operation of most nongraded elementary schools used the organization of two first-grade rooms, two second-grade rooms, and two third-grade rooms, with six teachers. The children would remain in their room with the same group for a period of two or three years, depending upon the basic pattern of the administrative structure.

A description of one nongraded school was the Middletown High School in Middletown, Rhode Island. Here, no one failed, because each pupil was permitted and encouraged to learn at his own pace. The content of the curriculum in each of the subject fields had been organized into sequential steps. Each pupil began a semester at the point he had reached in the curriculum sequence during the previous semester. The pupil was evaluated separately in terms of quality and quantity of learning; how much he had learned and how well he learned it were important.

ED001536, Cunningham, Gloria, SPECIAL PROBLEMS PRESENTED BY SPECIAL CATEGORIES OF OFFENDERS: MINORITY GROUPS--FEMALES--LOW-INCOME GROUPS.

The idea of a "bron criminal" or a class of criminals is erroneous. Some citizens maintain this attitude and therefore lack community concern or involvement, thereby reducing the number of resources and cooperating community units that a probation officer can draw on. Another problem with resources is that, even where they do exist, they are often ineffective in helping the very people they have been set up to serve; in spite of their basic intentions, they do not know enough. Probation officers fail, too, because of ignorance of cultural determinants of behavior.

The ratio of female crimes to male crimes is approximately 1 to 8, however, many female crimes go undetected. Because of the small number of recognized offenders there are very few adequate facilities for female offenders. Women are raised with the outlook of finding success in material accomplishments. A woman should not be aggressive but should be attractive. The community treats female offenders very severely for deviations from the social norm.

Counseling these women probationers requires a recognition of these facts. Men have special difficulties in counseling these women and understanding their seemingly seductive actions. A woman probationer should be treated with a respect and dignity that recognizes her inherent value as a human being, often before she can accept it herself.

Juvenile delinquents should generally be assigned to male probation officers to establish the paternal authority that most have never known.

ED001538, Training Center in Youth Development, A DESCRIPTION OF DELINQUENT, AND/OR DISADVANTAGED SUB-CULTURE.

The natural abilities of people can be stifled by environment, leading to the attitude that one has no control over his destiny and need make no life plans. Therefore educational counselors should provide opportunities for the adolescent to express his abilities in a constructive manner.

Disadvantaged children feel that: staying out of trouble, toughness, ability to dupe others, excitement, fate, and autonomy are important. The children usually act withdrawn, hostile, and do not have a true concept of the relationship between school and the world of work. The counselor should learn of the child's background. He should recognize him as a person and encourage him by reminding him of past success. Counselors should use situations to develop trust, autonomy, initiative, industry, and identity for the adolescent.

ED001539, Kelley, Francis J., TOWARD A WORKING TYPOLOGY OF DELINQUENT CHILDREN.

The lack of consensus amont medical-legal authorities as to the meaning of delinquency and the management of delinquent children is described. This conflict is general in that the legal definition emphasizes behavior and action while the psychological definition emphasizes the endopsychic conflict and need motivating the behavior. Emphasis is placed upon the psychological types who may commit delinquent acts. Different writers describe different types of delinquents. Too often these writers generalize to all delinquents the conclusions derived from work with a biased sample.

If we group together all the types described in the literature, both past and present, we arrive at a preliminary five-part taxonomy of delinquent children. A review of 10,000 case histories lends support to this five-part taxonomy which suggests that psychotic, neurotic, organically deficient, character disordered and normal children may come in conflict with the law.

This conclusion lends support to the need for effective diagnosis and varied treatment approaches to delinquency. Any group of delinquent children is heterogeneous.

ED001540, Levine, Daniel, COEDUCATION - A CONTRIBUTING FACTOR IN MISEDUCATION OF THE DISADVANTAGED.

The problem of coeducation in the junior high school was discussed. Reasons for re-evaluating the present situation were given.

Lower-class male youngsters learned an exaggerated aggressiveness based partly on insecurity; therefore they had to assert and defend their image of maleness in the classroom.

The Negro youngster, raised in a matriarchal family system, was often confused in sexrole identification, and the competitive classroom graded according to age and ability was more confusing for him since it was not graded by sex. Even on school playgrounds sexual identification of young boys and girls was both confused and competitive.

Another problem for boys was the established fact that girls mature sooner than boys, and that the superiority in verbal skills of girls was attributed to this earlier maturation. Thus boys were forced to display their masculine role through defiance and exhibition. Since children in low-income environments were more aggressive and competitive, girls more openly and assertively challenged the boys' self-image. Thus the boy's basic insecurity was intensified.

Though no educational system could eliminate competition for success among children, it, if properly organized, could reduce the need for physical prowess and rebelliousness. If not, boys would renounce activities which they identified with girls. A coeducational class was the perfect place where masculine independence could be proved by renouncing the institution. With the renunciation of school and the failure it would bring to them, boys were more confused with their sexual identification and self-image. Thus 60% to 80% of the students in honors classes in Negro communities were girls. Elimination of coeducational education in junior high school was the answer.

ED001546, NEGRO AND OTHER MINORITY GROUP CONTRIBUTIONS TO WORLD AND AMERICAN HISTORY.

Fiction, textbooks, periodicals, pictures, and bibliographies are listed, with occasional annotation. Most concern the Negro, but some are about Jews, immigrants, and other American minority groups.

ED001555, Riessman, Frank and Specht, Harry, SOME NOTES ON A MODEL FOR AN INTEGRATED SOCIAL WORK APPROACH TO SOCIAL PROBLEMS.

Social agencies should be organized, not to offer specific services, but rather to deal with social problems and related areas. Social work has tended to develop technicians with specialized points of view. Social problems can occur at the social levels of the individual, the group, the organization, or the institution. Each level involves a different group of social workers and a different set of methods. To determine the best solution for a social problem, the social worker must first locate the level of the problem. It is also necessary that professional social workers, most of whom are specialists in one particular method, have a theoretical framework which enables them to link their practice to broader social concerns. The social worker should view a client as a person with a problem which exists not in the client alone, but in a total social system.

ED001901, Smilansky, S., AN EXPERIMENT TO PROMOTE COGNITIVE ABILITIES, IMPART BASIC INFORMATION AND MODIFY ATTITUDES OF PRE-SCHOOL CULTURALLY DISADVANTAGED CHILDREN, THROUGH THE DEVELOPMENT AND IMPROVEMENT OF THEIR SOCIO-DRAMATIC FREE PLAY.

Two main methods of approach in understanding the scholastic failure of culturally disadvantaged children were: the use of such teaching methods as textbooks, workbooks, teachers' guidebooks, and other teaching aids suited to the special needs of these children, and the use of experiments on the kindergarten level aimed at finding ways to develop the necessary abilities and to impart the required information to these children in an effort to boost scholastic capability and minimize early school failure. This was called a planned program of development in the kindergarten.

The basic problem in working with children from underprivileged homes was the rapidity with which they shift from one line of thought to another, from one activity to another, and from one feeling to another. Thus, ways and means that would help the child embody those scattered facts, experiences, and words into new, meaningful concepts were sought. Sociodramatic play was the best and most natural instrument for helping preschool children combine their scattered experiences, facts, and concepts; socio-dramatic play was a form of social play activity participated in by some preschool children.

Results showed that the growth and development of a child from the middle higher socio-cultural stratum differed in many respects from that of a child from the lower socio-cultural stratum. The difference stemmed mainly from the quality of the interaction between parent and child; thus it was assumed that deprivation in this area could be recognized and partly overcome in the nursery and kindergarten.

ED002687, MEETING TODAY'S CHALLENGE FOR EMPLOYMENT.

Poverty is linked to the opportunity for and the availability of employment. The impoverished lack the skills, education, flexibility, and mobility required for employment. This s especially true of Arizona's minority groups--Indians, Negroes, and Mexican-Americans. Competition for jobs not requiring extensive education, and the flood of the postwar baby boom are two factors decreasing opportunity for employment. Occupational shifts in the economy from agriculture and mining to more diversification and manufacturing have caused a need for more skills, knowledge, and abilities. Vocational preparation is insufficient; specialized education and technical training are needed.

Arizona has attempted to deal with the problems of poverty and unemployment by conducting studies, appointing groups to work on problems of manpower resource development, correlating school curriculum to needs, conducting evening and extension courses as well as adult education courses, developing apprenticeship and on-the-job training programs, improving counselors' and vocational instructors' knowledge, cooperating with industry advisory committees, passing laws to deal with such problems, developing new employment opportunities, and providing remedial education. A partnership between the public and private groups at State, county, and local levels in solving the poverty problem is needed.

ED002440, Chilman, Catherine S., CHILD-REARING AND FAMILY RELATIONSHIP PATTERNS OF THE VERY POOR.

Studies on the poor's patterns of child-rearing and family relationships are summarized and compared with studies on ideal patterns of child-rearing and family life. Educationally achieving families give the child freedom within consistent limits and a wide range of parent-guided experiences. Very poor families limit freedom for exploration and have a fear and distrust of the unknown. Emotionally healthy middle-class families respect the child as an individual whose behavior has multiple causes. Communication between parent and child is encouraged. Very poor families regard misbehavior in terms of concrete progmatic outcomes; reasons for behavior are not considered. Verbal communication is limited. Middle-class families tend to use democratic child-rearing methods with mild, reasonable, and consistent discipline.

The attitudes and behavior of the very poor, more than those of the middle class, tend to be antithetical to a stable, personally fulfilling marriage. Such attitudes and behavior plan an important part in the high rate of separation, divorce, desertion, and illegitimacy found among the very poor. A stable, happy marital adjustment of the parents is important to the psychological social, and educational well-being of the child during childhood, adolescence, and the period when he establishes his own family.

Associated outcomes of behavior malfunctioning include difficulties in obtaining and holding a job, in participating in community activities, and in managing homes adequately.

ED002415, Bachmura, F. T. and Southern, J. H., ECONOMIC BASES AND POTENTIALS OF RURAL COMMUNITIES.

An economic approach to rurality is presented. There has been a steady reduction in the importance of agricultural employment. Many rural areas are disadvantaged. Economic difficulties contribute to outmigration and population losses in rural areas and are reflected in higher per capita costs for local governmental expenditures. Outmigration has reduced the proportion of the rural population in the productive ages and has increased the proportion in the dependent age classifications. Opportunities for female labor force participation and for full-year employment are reduced. Lower levels of education among rural persons hinder economic well-being in rural areas.

Although agricultural employment in rural areas is high, manufacturing employment for both the rural-farm and the rural-nonfarm population is also high. Much nonagricultural employment in rural areas is in low labor productivity industries. There is much underemployment. Policies designed to correct underemployment emphasize the population factor particularly and outmigration. Increasing capital investment for industry located in rural and small-town areas represents an alternative policy. The latter alternative involves movement of capital.

Capital availability in rural areas is unfavorable according to such measures as volume of commercial bank deposits per capita, the proportion of current public expenditures financed through funding operations, and the availability of the resources of other financial sources. New capital expenditures in manufacturing proceed more slowly in the more rural counties. The urban location of nonagricultural wealth exaggerates the adverse capital availability. The geographical availability of inherited wealth is also adversely situated. If unchaged, these imperfections in the capital market will serve to perpetuate the economic disadvantages confronting rural communities. A number of Federal programs provide means whereby persons in rural areas can improve local economic situations.

ED002655, MIGRANT CHILDREN AND YOUTH.

A migrant child is defined as a member of a family of agricultural workers who must travel a great distance to work. The workers follow a seasonal course, often through several states, and return home after the crop season is over. There are about 415,000 migrant children under 14 years of age in the United States. In 1960 the migrant farm worker earned an average of $19.00 per week.

Forced by economic necessity to travel, the migrant child moves from school to school. He falls behind in his school studies and thus falls below his normal grade level. Extreme mobility coupled with low income produces a series of handicaps for the migrant child; poor health, poor nutrition, poor housing, not enough time in school, and community rejection

**all affect him. Settlement at a home base, where relationships to an established community can occur, is encouraged. Stability in the child's family can be helped by introducing an orderly system into the present chaotic situation in demand and supply of farm labor. This requires giving the farm worker steady work, and giving the farmer a dependable supply of labor when and where he needs it. Efforts should be made to adapt community services to meet the specialized needs of the migrant child. Communication between farmers, farm workers, and operating personnel in public and private agencies should be established to avoid friction and to avoid wasting efforts regarding the needs of the migrant children. A cooperative effort should be made to up-grade the skills and living conditions of migratory farm workers and their children.**

## III

## OTHER MATERIALS ON RESERVE IN THE ARKANSAS R.C.U. LIBRARY RELEVANT TO THE DISADVANTAGED

| Catalogue No. | Title |
|---|---|
| 345 | PROGRAMS FOR YOUTH WITH SPECIAL NEEDS, Division of Vocational Education, Issued by State Department of Education, Martin Essex, Superintendent of Public Instruction, Columbus, Ohio, 1967. |
| 346 | EDUCATION FOR THE CULTURALLY DISADVANTAGED, Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged, SCREL. |
| 371 | THE NEGRO AND HIGHER EDUCATION IN THE SOUTH (a statement by the Commission on Higher Educational Opportunity in the South) August, 1967, Published by the Southern Regional Education Board, Atlanta, Georgia. |
| 379 | EDUCATION FOR THE CULTURALLY DISADVANTAGED, SCREL Proceedings of the National Conference (1967) on Educational Objectives for the Culturally Disadvantaged. |
| 381 | DROPOUTS: A CHALLENGE TO SOCIETY, ORDCU, 1968. |
| 349 | STUDY OF ILLITERACY IN TEXAS AS RELATED TO VOCATIONAL EDUCATION, Texas Education Agency, Austin, Texas, September, 1964. |
| 353 | GUIDANCE UNITS FOR THE LEARNING LABORATORY TO TEACH BASIC SKILLS IN A CULTURALLY DEPRIVED AREA, Booker T. Washington Junior-Senior High School, Dade County Public Schools, Miami, Florida, (Nicholas H. Borota, Principal; Gladys M. Veitch, Coordinator). |
| 326 | THE EFFECTS OF INTEGRATION ON RURAL INDIAN PUPILS, Research Report No. 13 (Miller), June, 1968. |
| 358 | PATH OF MANY WAYS [(American Indians) (Minorities)], Phillips Petroleum Company. |
| 385 | INVOLVEMENT (Inservice Business Teacher Programs Leading to a Better Understanding of Students with Special Needs) Hunter College, City University of New York, Summer, 1968. |
| 360 | YOUNG DEAF ADULTS (an occupational survey), Henry H. Kronenberg and Gary D. Blake, M.S.E., Arkansas Rehabilitation Service |
| 399 | AN EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM IN WYOMING (a follow-up study). Gene Schrader, November, 1968. |

| Catalogue No. | Title |
|---|---|
| 339 | WHAT RESEARCH SAYS SERIES (National Education Association, Association of Classroom Teachers Publication)<br>1. Teaching Reading (Arthur I. Gates)<br>2. Teaching Arithmetic (Herbert F. Spitzer)<br>3. Teaching Spelling (Ernest Horn)<br>4. Teaching Handwriting (Frank N. Freeman)<br>5. Personality Adjustment of Individual Children (Ralph H. Ojemann)<br>6. The Learning Process (William Clark Trow)<br>7. Evaluating and Reporting Pupil Progress (John W.M. Rothney)<br>8. Guided Study and Homework (Ruth Strang)<br>9. Teaching High-School Mathematics (Howard F. Fehr)<br>10. Teaching High-School Science (J. Darrell Barnard)<br>11. Reading in the High School (Leo C. Fay)<br>12. Science in the Elementary Schools (Gerald S. Craig)<br>13. Class Organization for Instruction (J. Wayne Wrightstone)<br>14. Audiovisual Instruction (Paul R. Wendt)<br>15. Juvenile Delinquency (William C. Kvaraceus)<br>16. Parent-Teacher Relationships (Irving W. Stout and Grace Langdon)<br>17. The Gifted Child in the Elementary School (James J. Callagher)<br>18. Teaching Composition (Alvina T. Burrows)<br>19. Group Processes in Elementary and Secondary Schools (Louis M. Smith)<br>20. Teaching the Social Studies (Johnthon C. McLendon)<br>21. Understanding Intergroup Relations (Jean D. Grambs)<br>22. Nursery School and Kindergarten (Sarah Hammond Leeper)<br>23. Art Education in the Elementary School (Hilda P. Lewis)<br>24. Mental Health (Robert F. Peck and James V. Mitchell, Jr.)<br>25. The Educable Mentally Retarded Child in the Elementary School (Herbert Goldstein)<br>26. Physical Fitness (Paul Hunsicker)<br>27. Physical Education in the Elementary Schools (Anna S. Espenschade)<br>28. Creativity (E. Paul Torrance)<br>29. Listening (Stanford E. Taylor)<br>30. Anxiety as Related to Thinking and Forgetting (Frederick F. Lighthall)<br>31. Improving Classroom Testing (Max D. Engelhart)<br>32. Controlling Classroom Misbehavior (William J. Gnagey)<br>33. Teaching the Disadvantaged (Gertrude Noar)<br>34. Motivation in Teaching and Learning (Don E. Hamachek) |
| 398 | GROUP COUNSELING AND PERSONAL DEVELOPMENT, Clark High School, 1967-68, Ed W. Clark, Las Vegas, Nevada. |
| 375 | EDUCATIONAL NEEDS OF THE NON-COLLEGE BOUND HIGH SCHOOL STUDENT. |

| Catalogue No. | Title |
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| 325 | EDUCATIONAL ASPIRATIONS, EXPECTATIONS, AND ABILITIES OF RURAL MALE HIGH SCHOOL SENIORS IN MISSISSIPPI, James F. Shill, Report 24 (SSRC). |
| 328 | SOURCES OF OCCUPATIONAL INFORMATION, Division of Guidance and Testing, State Department of Education, Columbus, Ohio, May, 1968. |
| 403 | CORRELATES OF LEADERSHIP DECISION PATTERNS OF HIGH SCHOOL PUPILS (Socio-Economic Status, High School Grade, and Connotative Meaning of the Word "Leadership), Martin B. McMillion, Department of Agricultural Education, University of Minnesota. |

# IV

# OTHER BIBLIOGRAPHIES

1. The Education of Teachers of the Disadvantaged:
A Selected Bibliography
ERIC-Information Retrieval Center
on the Disadvantaged.
New York: Yeshiva University

## THE EDUCATION OF TEACHERS OF THE DISADVANTAGED

## A SELECTED BIBLIOGRAPHY

This bibliography is the product of a careful search of the literature on the education of the teacher of socially disadvantaged children and youth. Research, theoretical, historical, and anecdotal material were examined in an attempt to arrive at a brief, representative list of references that would reflect the current thinking about the training needs of this teacher. The works cited as well as reports of specific teacher education programs throughout the country, including several OEO and NDEA teacher education institutes, are part of the Center's collection.

ERIC-Information Retrieval Center on the Disadvantaged

Ferkauf Graduate School of Humanities and Social Sciences

Yeshiva University

55 Fifth Avenue

New York, N.Y. 10003

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